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BULLETIN

FIRST DISTRICT NORMAL SCHOOL

KIRKSVILLE, MISSOURI

ILLUSTRATED

CALENDAR FOR 1908-1909

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1907-08

BULLETIN

OF THE

First District Normal School

KIRKSVILLE, MISSOURI

*Provided for by Act Approved March 19, 1870
Located at Kirksville, Mo., December 29, 1870
Opened as First District Normal School Jan. 1, 1871*

Vol. VIII.

JUNE, 1908.

No. 1.

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June, September, December, March.*

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Congress of July, 1894.

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* * *

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* In lieu of Eugene Fair absent on leave.



BUILDINGS.

ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873.

LIBRARY HALL AT LEFT, COMPLETED IN DECEMBER, 1901.

SCIENCE HALL AT RIGHT, COMPLETED IN MAY, 1906.

SEE MODEL RURAL SCHOOL ON ANOTHER PAGE

QUARTERLY BULLETIN.

* * *

HISTORY.

In February, 1867, Professor Joseph Baldwin came from Indiana to Missouri for the purpose of selecting a suitable place for a private normal school. On visiting Kirksville, he chose it as the place for his school and made arrangements to open the same in a building known as Cumberland Academy which stood on the site of Mr. R. M. Ringo's present residence in the north part of town. He organized the first faculty of the school during the spring and summer of 1867, engaging Professor and Mrs. F. L. Ferris whom he had known in Indiana, Professor W. P. Nason who had been teaching a private school in Kirksville for some years, and Professor and Mrs. J. M. Greenwood who were at that time living on a farm near town. He spent the summer in traveling over the north eastern part of Missouri advertising the school by means of circulars and addresses, and soliciting students. In this work he was at times assisted by the men of the faculty.

The school opened on Sept. 2, 1867, under the name of the North Missouri Normal School. During the year 140 students were enrolled, exclusive of those in the "Model."

When Professor Baldwin came to Missouri it was his plan to establish a school which should ultimately be adopted by the state as one of a number of State Normal Schools. At that time the conditions were fairly favorable to such a plan. For a long time the question of State Normal Schools had been agitated. The civil war put a stop to the agitation but after its close the matter was taken up again with increased vigor, and by 1867 sentiment was being rapidly formed in favor of such institutions. The establishment of

a private normal school at Kirksville and the persistent efforts made by Professor Baldwin to get the state to adopt the Normal School system contributed very materially toward further developing this sentiment.

After a number of efforts a bill was finally passed by the legislature and approved on March 19, 1870, which provided on certain conditions for the establishment of two State Normal Schools, one north of the Missouri river and one south of it. Adair and Livingston Counties were very vigorous rivals for the first one. After a good deal of negotiation the Board of Regents finally decided on Dec. 29, 1870, to accept the bid of Adair County. By this action the North Missouri Normal School became the "First District Normal School" of Missouri, and on Jan. 1, 1871, it began its work as such.

In making its final bid for the school, Adair county offered to furnish a site of fifteen acres and a new building thereon of the value of \$50,000, to purchase the grounds and building of the North Missouri Normal School and donate them to the state for the benefit of the school, and to give \$8,000 in Adair county bonds for the beautifying of the new grounds and equipping the new building with libraries and apparatus. The fifteen acres promised in the bid were donated by Messrs. Morris and Richter of Kirksville. Very shortly after the bid was accepted, the county placed \$62,000 of its bonds on the market, from which was realized \$51,400. This amount was turned over to the Board of Regents for the erection of the new building.

Ground was broken for the original building in May, 1871, and the corner stone was laid on September 6th. It was not, however, until January, 1873, that the building was completed. The delay was due to the fact that a misunderstanding had arisen between the Board and the contractors concerning the contract. In order to complete the building it became necessary for the legislature to appro-

priate \$50,000. The building when completed cost a little over \$100,000. Immediately upon its completion, it was occupied by the school.

President Baldwin resigned in July, 1881, to accept the Presidency of the Sam Houston State Normal School of Texas. Professor Nason was acting President for the year following. Since then the Presidents of the school have been J. P. Blanton, W. D. Dobson, and John R. Kirk. President Blanton served from September, 1882, to June, 1891; President Dobson from September, 1891, to June, 1899; and President Kirk from July, 1899, to the present time.

The growth of the school during the forty years of its existence has been steady and permanent. The enrollment for the first year was 140; for the year just closed, 1250. The faculty has grown from six to forty in number. The courses of study have been multiplied and strengthened. The equipments of the school in the way of buildings, libraries, and laboratories have been greatly increased. In 1901 the legislature appropriated \$30,000 for the erection of the wing which was built at the northeast corner of the original building and which is now known as Library Hall, and in 1905 it appropriated \$50,000 for the wing erected at the west end of the original building. This is known as Science Hall.

In honor of the first president of the School, the original building was in 1906 named Baldwin Hall.

The Institution enters upon the year 1908-09 in better condition and with better facilities for service to the State than ever before.

THE FORTIETH ANNIVERSITY.

The Fortieth Anniversary Celebration of the founding of this Normal School was held October 18th, 1907. This celebration was the most unique event of the school year.

But for "Baldwin Day Celebration," held June 13th, 1893, the celebration of October 18th, 1907, would be the most unique event in the history of the Institution. Both celebrations were in honor of the founder and the founding of the Institution. The first of these events was held during the life time of ex-president Joseph Baldwin, founder of the Institution and chief guest of the occasion, he having come from his home which was at that time in the state of Texas. Extensive preparations were made for that celebration and many former students and alumni responded to the invitation. Those who attended will, no doubt, remember the event with great pleasure as long as they live.

The celebration of last October was held after rather brief preparation. Late in the summer the faculty appointed a committee to consider the advisability of celebrating the Fortieth Anniversary of the founding of the School. At the opening of the fall quarter this committee reported favorably. The faculty adopted the report and appointed the same committee to make arrangements for the celebration. An early date, October 18th, was chosen so as to have the exercises on the campus if possible. This reduced the time for preparation to about one month. It was therefore found necessary to make the event more local in its character than the one held in 1893, since it was impossible in so short a time to get into communication with even a fair proportion of the alumni, to say nothing of the thousands of old students who did not graduate. The Anniversary was announced in the local press and in some of the metropolitan papers. Through these notices and the personal invitations extended by the faculty and by students then in school, several out-of-town graduates and former students joined with towns-people, students and faculty in the celebration.

Extensive arrangements were made to hold the exer-

cises on the campus but the cool weather prevented. The Auditorium was therefore beautifully decorated with branches of oak and of other trees, whose leaves the frost had just begun to turn, and also with the colors of the School; and the exercises were held within doors.

The morning program began with the singing of the Celebration Song which had been written for the occasion by Miss Mary McCool of the Class of 1908. This was followed by a series of addresses. The first was by Hon. S. M. Pickler of Kirksville who presided as Chairman of the Day. Addresses of welcome were delivered by President Kirk in behalf of the faculty and students; by Dr. R. E. Hamilton in behalf of the local Alumni and by Judge A. W. Mullins of Linneus in behalf of the Regents. The principal addresses of the day were by Prof. W. P. Nason, Emeritus Professor of Ethics of the Institution and a resident of Kirksville, and by Superintendent J. M. Greenwood of Kansas City, these two gentlemen being the surviving members of the original faculty. They spoke very entertainingly and instructively upon the founding of the School and upon the ideals and ambitions of those who labored in that great work.

During the noon hour an old fashioned basket dinner was held on the campus. Many had come with baskets and although the weather was a little chilly, these gathered in groups in pleasant places and the hour was spent most happily, hot coffee being served from a large booth to all those who would partake of it.

The afternoon exercises consisted of another series of addresses. The first was by Judge Jacob Sands of Kirksville. Judge Sands was presiding judge of the Adair County Court at the time the School was made a state institution. He played an important part in getting the people to vote the bonds which enabled Adair County to make a bid for the location of the Institution; also in inducing the Regents

to accept the county's bid. Judge Sands related much of the early history of the Institution, the audience listening with great interest. Mr. B. F. Heiny of Kirksville was present as a student at the opening of the School in September, 1867, having come all the way from Indiana for that purpose. Mr. Heiny read a very interesting paper on the first day of school life and the life of the students in those earlier years. Principal J. U. Barnard of the Humboldt School, Kansas City, and Hon. Geo. W. Cullison of Harlan, Iowa, related many reminiscences of their student days in the early history of the School. The remarks of Mr. Cullison abounded in wit and humor and were greatly enjoyed. Dr. R. D. Shannon, ex-State Superintendent of Schools and now a member of the faculty of the Warrensburg Normal School, gave some interesting accounts of the battles fought by him and others for the Normal Schools of Missouri. State Senator Humphrey of Shelby spoke briefly and expressed his great interest in the prosperity of the Institution. The closing address was by Miss Grace Guy, who represented the student body. In a few well chosen remarks Miss Guy spoke of the high purposes and ambitions of the students of 1907-08 and pledged to the students of former days the same loyalty to the School and the same devotion to duty which had characterized the students of former years.

After the addresses Prof. A. B. Warner called the roll and all graduates present stood as their names were read. At the close of the afternoon exercises a reception for the out-of-town visitors was held in the women's gymnasium from 4:00 to 5:00 o'clock, the gymnasium having been handsomely decorated for the occasion. The Normal School Orchestra furnished music. Punch and wafers were served by the young ladies.

The exercises of the day culminated in a musical program under direction of Prof. Gebhart, beginning about 8:00 o'clock in the evening. The Auditorium was filled to

its utmost capacity. Over 1100 by actual count were crowded into the roomy old place. The program consisted chiefly of vocal selections of varied character. Several former students took part in the program; among these were Mrs. Luther Belshe of Chicago; Mrs. Frank Bigsby, Mrs. James Ellison, Miss Minnie Brashear and Mr. E. O. Jones of Kirksville. Prof. Gentry and Mr. and Mrs. Gebhart also contributed to the program. The Normal School chorus and orchestra rendered some beautiful selections. Thus closed a day which will become a permanent milestone in the progress of this great school.

Buildings.

The Institution has now in daily use 90 rooms including class rooms, laboratories, libraries, society halls, etc. These are classified as follows:

1. The Baldwin Hall completed in January, 1873, contains: Class rooms for the Normal School proper, 17; Auditorium or Assembly Room, 1; Elementary School and Kindergarten, 2; Laboratories, 2; Toilet Rooms, 4; Literary Society Halls, 4; Y. M. C. A. Rooms, 2; Janitor's Room, 1; Carpenter's Room, 1; Storage Rooms and Shops, 4; Total, 38 rooms.

2. The Library Hall completed in December, 1901, and joined to the original building by a corridor on each floor, contains rooms as follows: Library, Stack Room, Classification Room and Exchange Room, 4; Young Women's Christian Association Room, 1; Art Room, 1; Class Rooms for Elementary School, 7; Office of Supervisor of Elementary School, 1; Gymnasium, 1; Bath and Dressing Rooms, 3; Toilet Room, 1; Fan Room, 1; Total, 20 rooms.

3. The Science Hall completed and occupied in May, 1906, and joined to the original building by a corridor on each floor, contains rooms as follows: Domestic Science, 1; Manual Training Shop and Storage Room, 2; Chemistry

Class Room, Laboratories and Storage Room, 5; Zoology Class Room, Laboratory and Storage Room, 3; Laboratory and Class Room for Physics and Physiography, 2; Offices of Administration, 3; Fan Room, 1; Class Room and Inspection Room for Director of Athletics, 2; Gymnasium, 1; Toilet Room, 1; Bath Rooms, 4; Total, 25 rooms.

4. The Model Rural School, recently completed, contains rooms as follows: School Room, 1; Toilet Rooms, 2; Manual Training Room, 1; Agriculture Room, 1; Living Rooms, 2; Total, 7 rooms.

New Engine Room and Electric Generator.

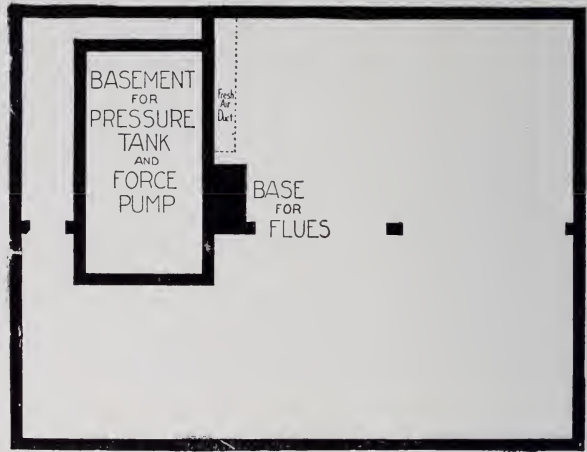
In addition to the new Science Hall completed in 1903 at a cost of \$50,000, the Institution has been able to erect a new boiler house and to install a new and complete electric generating plant. Both the Library Hall and the Science Hall have double heating systems, that is, direct radiation, and warm air driven through the rooms by fans. The latter run by electric motors, which we find much more satisfactory than the steam engines formerly used. Great advantages accrue to instruction of various kinds by virtue of having our own electric generator. We are able to furnish all of our own lights and to have the electric current at any hour when needed and in any quantity desired. This enables teachers in some eight or nine departments to use the stereopticons and the reflectoscope much more than heretofore. It also adds materially to the instruction in the scientific laboratories, since the electric current can be used at will for various scientific experiments.

The Rural School on the Campus.

The Model Rural School building has been designed and constructed to show that a rural school any where can have all the conveniences and comforts offered in any city school building. The children are transported in covered vehicles to and from the school. No town or city child is admitted to this school. It is a model school so far as it can possibly be made such. It is to exemplify the best things which a school board and a good teacher with reasonable facilities can do in and for a rural school.

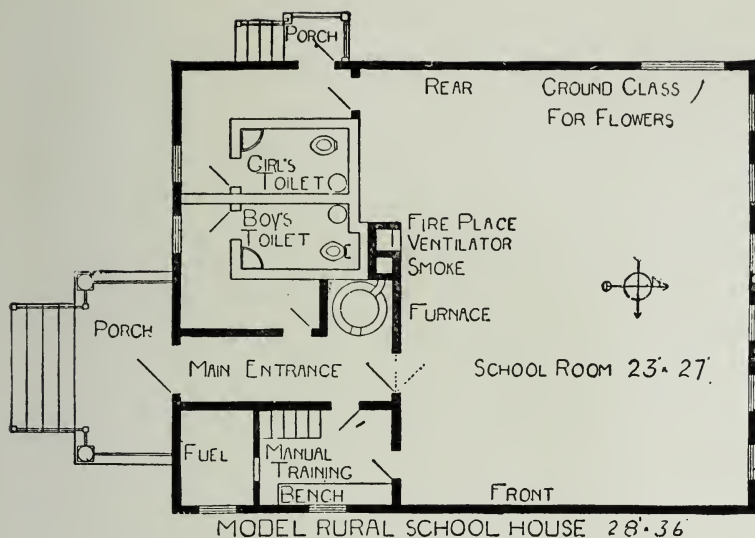
The first teacher in this Model Rural School was Miss Irma Mathews, a young lady raised on a farm in northeast Missouri and educated in this Institution. Miss Mathews taught the school for six months of the past year, September to February inclusive, and for six weeks during the summer term of 1908. So satisfactory was the school that although it is our purpose to send the covered vehicle into new territory, yet a majority of those farmers whose children were admitted last year, are now anxious to get their children into the School for another fall and winter and several of them will provide their own means of sending their children from their own rural homes to the school.

The teacher of this school for the year 1908-9 is to be Miss Lora Dexheimer who grew up on a farm, taught in rural schools, graduated from the Illinois Normal University, taught as a critic teacher in the Elementary School of that institution, delivered many lectures in teachers' associations and for the past year or more has been a student in the Teachers College of Columbia University, New York.



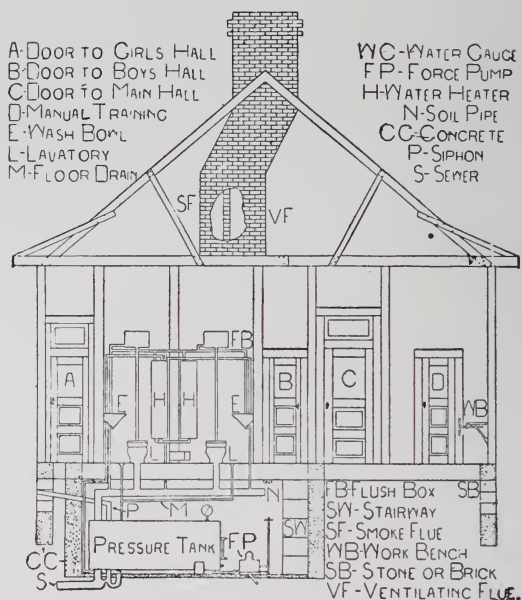
FOUNDATION PLAN

1. The foundation is rectangular in form and 28x36 ft. outside measurement.
2. Outer foundation, of concrete, extends two feet below and two feet above surface of ground.
3. Inner 10-inch concrete wall encloses cellar, 6x14 ft.
4. Cellar can't freeze up.
5. Cellar is ventilated into smoke flue.
6. Cellar has concrete floor, with drain into sewer.
7. Cellar is reached through trap door in boys' hall way.
8. Cellar contains pneumatic pressure tank 3x8 ft., working capacity 300 gallons.
9. Cellar contains force pump connecting tank with well through pipes below frost line.
10. Cellar contains soil pipes, water pipes and drain pipes reaching to and from toilet rooms above.
11. Cellar contains sewer connections. Sewer enters city system.
12. In rural community sewer may enter cess pool, **old or new**, at rear or side of lot; or a tile may conduct sewage into neighboring slough or creek.



Floor Plans.

1. Floor plan, 28x36 ft., same as foundation plan.
2. School room, 27 ft. 2 in. by 21 ft. 6 in.—12 ft. from floor to ceiling.
3. Door at rear on right side leads to girls' toilet room, porch and play ground.
4. Furnace in alcove at side of room distributes pure air and equalizes temperature.
5. Pure air enters furnace through asbestos-covered duct under floor.
6. Ventilating flue is 13x21 inches in the clear.
7. Opening into ventilating flue is made into a neat fire place.
8. Smoke flue, 13x13 inches in the clear, helps heat ventilating flue.
9. Book case on wall at side of room.
10. Manual training shop is 6x8 ft. in the clear and has abundant light.



SECTION.

11. Fuel room, $4\frac{1}{2} \times 6$ ft. in southeast corner, capacity six tons of coal.
12. Stairway starts in corner of manual training room, runs over fuel room and entrance.
13. School room lighted through six large windows on north side.
14. Children face the east. Light comes from their left.
15. Halls leading to toilet rooms contain hooks for hats, clothing, etc.
16. School room receives direct sunlight on floor at S. E. and S. W. corners through glass in doors.
17. Ground glass window on west side near northwest corner, for window garden, prevents glaring light, admits chemical rays for flowers and for sanitation.

18. Toilet rooms are ventilated into smoke flue. They have no bad odors.
19. Toilet rooms have hot and cold water, wash bowls, toilet bowls and towel racks.
20. Toilet rooms have glazed cement wainscoting and cement floors.
21. Toilet room floors are drained into cellar, thence into sewer.
22. Toilet rooms enclosed and separated by double walls to deaden sound. Noise of toilet fixtures not heard in school room.
23. Toilet rooms can not freeze up, except by gross negligence long continued.
24. Position and construction of walls, doors and hallways give toilet rooms an air of complete privacy.
25. Each toilet room has direct sunlight at noon through outer window and glass in door.
26. Small plate glass in each toilet room floor admits direct sunlight to basement.
27. Each room of this school house has direct sunlight, yet the children's eyes are protected. Children study by abundance of mild light from the north.
28. This school house is built upon the popular rectangular foundation.
29. Undue appearance of width is overcome by form of roof. Flue may seem a little low. It is yet to have a 6-inch concrete top.
30. From the view of the upper windows at the front it may be easily seen that this school house is practically a story and a half high. In the upper half story are three rooms reached by the stairway starting from Manual Training room. The first room at the south end of the upper story is 11 feet square with abundant light from the south and through windows in the roof. In this room, therefore,

we have an excellent place for one of two things: There may be a large well lighted Manual Training shop, or an **Agricultural Laboratory**. The upper half story contains two other rooms, each 7x21 feet. These are used at present as sleeping rooms for young men, students of the Normal School, who take care of the Model School building. Height of upper rooms from floor to ceiling, 7 feet. They are well heated and ventilated.

31. This school house is, in all respects, built out of the best available material and in the best possible way. It is therefore thought to be a model in every essential particular. It was not built by contract. The Regents directed the President of the School to purchase material, employ laborers, and build. Cost can therefore be given in detail. With ordinary material and labor such a school house should be built in any rural district of Missouri for \$1400.00. Specifications will be furnished to Missouri School Boards free of cost.



Board, Tuition, Etc.

Board. Board (including room, meals, light, fuel, etc.) costs \$2.50 to \$3.25 per week, owing to kind and quality of accommodations and distance from the building. A majority of our students pay about \$3.25 per week. Some under the self-boarding or clubbing plan reduce their expenses to \$2.25. A few are said to reduce their expenses to \$2.00 per week. Many students rent rooms and board in clubs, thereby reducing expenses to the minimum. Good homes in private families can always be secured.

While this Institution is based on the co-educational plan, it is the opinion of the Faculty that young ladies should patronize those boarding houses offering rooms **for young ladies only** and that it is better for gentlemen to patronize the boarding houses having rooms **exclusively for young men. Those boarding houses** conducted in accordance with this idea will be **recommended** to our students.

Incidental Fee. The incidental fee is \$6.00 for one quarter of twelve weeks. Before presenting themselves for enrollment and classification, students should first go to the First National Bank, northwest corner of square, pay their incidental fee and bring receipt for the same to the President's Office. No programs are made out until receipts for incidental fee are presented at the Office.

In no case are incidental fees refunded.

Gymnasium Fee. The first time a student enrolls during any year the Fee is \$7.00, being \$6.00 for the incidental fee and \$1.00 for the gymnasium fee. The \$1.00 gymnasium fee pays for hot water and other expenses in the bath rooms and admits the student to games on the athletic field for one year.

FIRST DISTRICT NORMAL SCHOOL, KIRKSVILLE, MO.

Daily Program for Spring Quarter, March 8, '09 to May 26, '09.

TEACHER	ROOM	FIRST PERIOD 8:00-8:50	SECOND PERIOD 8:50-9:45	THIRD PERIOD 10:15-11:05	FOURTH PERIOD 11:05-11:55	FIFTH PERIOD 1:10-2:00	SIXTH PERIOD 2:00-3:00
B. P. Gentry	17B	Cæ 1 qr.	Cic. 1 qr.	Cæ. 3 qr.	Cæ 2 qr. 19 B	Ovid	
T Jennie Green	19B	Lat. 2 qr.	Lat. 1 qr.	Lat. 3 qr.		Virgil 2 qr.	Horace
J. W. Heyd	12A	German 4 yr. 3qr.	German 1 qr.	German 4 yr. 1 qr.	German 3 qr.	German 2 yr. 3 qr.	
J. T. Vaughn	21B		Am. C. H. 1 qr.	Am. Hist. 3 qr.		Am. Hist. 1 qr.	Am. C. Hist. 3 qr.
Mary G. Young	20B		Oriental Hist.	Anc. H., H.S. 3qr.	Roman Hist.	Anc. H. H. S. 1qr.	
E. M. Violette	14B			18 & 19 C.H. 3 qr.	M. & M. H., H.Sch	Eng.Hist. 3 qr.	M.& M H. 3 q.20B
W. A. Lewis	9C-	Gen. Chem. 3 qr.		Qual. Anal.		Gen. Chem. 1 or 2 qr.	
J. C. Moore	9C			Gen. Chem. 1 or 2 qr.		Photog.	Photog.
J. S. Stokes	4B	Physics 3 qr.		Physics 3 qr.		Phys. Geog. 3 qr.	
L. S. Daugherty	2C	Invert. Zool.		Physiol.		Invert. Zool.	
H. H. Laughlin	15B	General Botany	N. S. in El. Sch.	General Agri. 3 qr.		Animal Husbandry	
H. Clay Harvey	14B	Ped. of Arith. 25C	Alg. 2 qr. 16 B	Alg. 1 qr. 12B	Analytics 1 qr 9C		
R. M. Ginnings	16B	Alg. 3 qr.	Sol. Geom.	Trig. 1 qr.	Pl. Geom. 2 qr.		Calculus 1 qr. 14B
W. H. Zeigel	12B	Arith. 2 qr. 12B	Alg. 4 qr. 14 B		Pl. Geom. 1 qr.	Col. Alg. 1 qr.	Trig. 2 qr.
Mark Burrows	25B	Typewriting	Shorthand 2 qr.	Shorthand 3 qr.	Geog. of Com.	Book keeping. & Bus. Prac.	
A. P. Settle	23C	Am. Lit. 3 qr.	19 Cent. Lit. 3 qr.		Lit. 1 qr. Barnes	Lit. 2 qr.	Am. Lit. 1 qr.
Minnie Brashear	27C	Gr. & Comp. 1 qr.		Gr. & Comp. 3 qr.		Rhet. 2 qr.	Shakespeare
E. R. Barrett	25C		Gram. 2 qr.	Eng. Lit. 3 qr.	Gr. & Comp. 3 qr		Rhet. 1 qr.
F. W. Plunkett	25C		Lit. 3 qr. 27C	Lit. 3 qr. 23C	Rhet. 3 qr. 25C	Rhet. 3 qr. 23C	
D. R. Gebhart	14C.	Hist. of Music	Form 1 qr.	Counterpoint 1qr.	El. Sch.		
Edith V. Sharpe	12C		Voc. Mus. 2 qr.				Voc. Mus. 1 qr.
Mrs. Crowley	12C			Voc. Mus. 1 qr.	Voc. Mus. 2 qr.		
Nellie Buzard	14C			Harmony 3 qr.	Harmony 1 qr.	Individual Lessons	
A. Otterson		Arith. 3 qr. 14B		Voc.Mus. 3 qr 16C	Civ.Gov. 1qr. 17B	Civ.Gov. 2qr. 12B	Am.Hist. 3 qr.17B
Miss Dockery	33A	R. & V. C. Adv.	R. & V. C. Begin.		Phys. Ed.	El. Sch.	Phys. Ed.
O. C. Bell	2A			Gym.	Gym.	El. Sch.	Gym.
A. D. Towne	11C	Mech. Dr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	El. Sch.
Cora A. Reid	30C	Dr. 2 & 3 qr.	Dr. 1 qr.	Dr. 1 qr.	Dr. 2 qr.	Dr. 3 & 4 qr.	
O. A. Parrish	26C	Lib.	Lib.	Lib.	Library Instruct.	Lib.	Lib.
G. E. McFadden	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Della Havenor	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B	El. Psych.	Prin.Teaching 1qr.			Adv. Psych.	Special Ped.
Miss Longenecker	27B			Prin.Teaching 2qr.			
A. B. Warner	27B	Ped. of Arith.			Hist. Ed. 2 qr.	Prin. & Meth.	Sch. Admin.
Susie Barnes		El. Sch.	El.Sch.& Con.Ped.	El. Sch.	Lit. 1 qr. 23C	El. Sch.	El. Sch.
Laura Doolittle		El. Sch.	El.Sch.& Con.Ped.	El. Sch.	El. Sch.	El. Sch.	El. Sch.
Clara Klinefelter		El. Sch.	El.Sch.& Con.Ped.	El. Sch.	El. Sch.		M. Tr.
Sarah J. Pepper	25A	Kgn.	Kgn.	Kgn.	Kgn.	Theory.	Theory.
Lora M Dexheimer			Rural School	R.Sch.& Con. Ped.	Rural School	R. Sch. & P. & M.	Rural School

Chorus Rehearsal 1 p. per wk.
Ger. 2 yr. 2 qr. 2 p. Miss Weyand 15 B
Mil Tac 2 p per week

Orchestra Practice 1 p. per wk.
Library Hours—School Days 8 to 12 & 1 to 5
Saturdays 9 to 12 & 1 to 4



PRESIDENTS AND SECRETARIES OF THE SENIOR SOCIETY, 1907-08.

Manner of Enrolling and Classifying.

Examinations are embarrassing. We avoid them as far as possible. As a basis of classification we receive grades from all reputable institutions and teachers. We prefer to do this.

Bring Grade Cards. Students should therefore bring with them their grade cards, certificates, diplomas and whatever other written or printed evidences of scholarship they may have. We desire especially to classify students and make up their programs from these credentials. Much time can thus be saved to the student and much inconvenience and worry avoided.

Bring Your Books. Students should bring with them all the text-books formerly studied. Such books are useful to students at all times.

Official Program. The student's official program is issued by the President, but prior to the issuance of such program the student must present a receipt for the incidental fee of the quarter.

How the Program is Made. When it is certain what subjects the student is prepared to study, the President will take up the Treasurer's receipt for incidental fee and issue at once an official program. When it is uncertain what the student's program should be, the student will be sent to the several heads of departments who will inspect credentials (grade cards, etc.) and recommend, on a "credential card," the subjects deemed suitable for a program. Then the student will return to the President's Office and the official program will be issued.

Come to the President's Office.

The President of the School will be in his office in person or by proxy every day during the first week of September and may be consulted by students and their friends. He will be pleased to render them any assistance within his power.

The Faculty Make Programs.

All members of the Faculty are to be in their rooms or about the President's Office from 8:00 to 12:00 a. m., and from 1:00 to 4:00 p. m., Tuesday, Sept. 8th, to participate in **making programs**.

It is expected that a large majority of the students will be in Kirksville and have **boarding house arrangements** completed **Saturday**, Sept. 5th, or at the latest **Monday**, Sept. 7th. Therefore a very large majority of students can have their programs completed on Tuesday and their books purchased ready for Wednesday's lessons.

During the day Tuesday, students may visit their prospective class rooms and find plainly stated on black boards or bulletin boards the lesson assignments and the lists of needed text-books.

We work to a **specific plan**.

We economize time.

We try to **avoid needless expense**.

We **save the student's time** and our own.

In **one day** we get ready to start all classes.

Beginning of Class Exercises.

Class work will begin at 8:00 a. m., Wednesday, Sept. 9.

The regular daily program elsewhere shown in this Bulletin will be followed all day Wednesday, Sept. 9th.

This School runs according to the program clock.

Notice particularly: Program making is to be attended to Tuesday and to be completed that day. One day is enough.

Notice again: It is human nature to put off things till the last moment. Therefore it will be best to get your program made and your books purchased on Tuesday.

Regular class work by the program will be going on **Wednesday, Sept. 9th.**

When to Enter.

The best time to enter classes is at the beginning of the school year, on Tuesday, September 8th. Notice particularly:

Programs should be made on **Tuesday, September 8th.** The President and members of the Faculty will be in the building all day for the purpose of making programs.

Students should notice particularly the division of the school year into quarters of twelve weeks each.

The **first quarter** begins **Tuesday, September 8th** and ends Friday, November 27th.

The **second quarter** begins **Monday, November 30th** and ends Friday, March 5th.

For those teachers having **six months Fall and Winter schools** the division of time is especially convenient since new classes will be organized at the beginning of the Spring quarter, Monday, March 8th. The **third quarter**, or Spring quarter, begins **Monday, March 8th** and ends Wednesday, May 26th.

The **fourth quarter**, or **Summer School**, begins **Wednesday, June 2nd** and ends Thursday, August 19th. In the majority of subjects new classes are organized at the beginning of each quarter.

Enrolling in the Elementary School.

Parents wishing to have their children enrolled in the Elementary School should see Miss Longenecker in her office on **Tuesday, September 8th.** Elementary School classes will be organized on Wednesday, September 8th. No tuition is charged.



OFFICERS OF Y. M. C. A.

Literary Societies, Debating Clubs, Department Clubs.

The Institution encourages those forms of self activity and self government exemplified in Literary Societies, Debating Clubs and special Department Clubs. Among these forms of activity are the following: The Philomathean Literary Society and Senior Literary Society, composed of young men and young women, about seventy members in each; The Elizabeth Barrett Browning Club, composed of about forty young women; The Websterian Debating Club, the oldest club of its kind in the Institution, composed exclusively of men and numbering about thirty members; The Claytonian Debating Club, likewise composed of young men and having about thirty members; The Ciceronians and Demosthenonians, composed of young men and having about thirty members each; The History Club, composed of men and women, faculty members and students, with an active membership of about twenty-five; The German Club, The Latin Club, The Science Club, and The Shakespeare Club, similarly organized and having about twenty-five to thirty members each.

These organizations meet once a week, some in the day time and some at night. Membership in these societies and clubs is entirely voluntary, yet the work is found to be so practical and valuable that it is thought proper to give credit for the same; and a unit of work may, at the student's election, be made up from work in these organizations, credit being allowed hour for hour as regards preparation and participation in the work carried on.





THE WEBSTERIAN DEBATING CLUB.

The Young Men's Christian Association.

The Y. M. C. A. of this school is an organization of both church members and non-church members carried on for the encouragement of manly conduct and the cultivation of the highest ideals of student life. To accomplish this purpose, it holds religious meetings each Sunday, conducts Bible Study and Mission classes and a Personal workers' class.

It offers annually a high class course of entertainments.

The course for the ensuing year is as follows:

Oct. 31—International Symphony Club;

Nov. —Congressman Chas. B. Landis;

Dec. 10—Parland-Newhall Co.;

Jan. 22—Mr. and Mrs. Elias Day;

Feb. —Frederick Ward;

March —Dr. Frank W. Gunsaulus.

At the beginning of each quarter the **Y. M. C. A. Reception Committees** meet both **day** and **night** trains. They will be glad to show new students their boarding house list and assist them in getting located. They make new students feel that they are among friends in Kirksville.

Hand Book for Students.

At the time of going to press the Y. M. C. A. and Y. W. C. A. are preparing a hand book for students containing a map of Kirksville, an announcement of the Lecture Course and many other things of interest and profit to new students. The Associations will be glad to send one to any prospective student. Any student desiring a copy will please address, the Y. W. C. A. Secretary, Mr. Carl Magee, Kirksville, Missouri.



A. Y. M. C. A. BIBLE CLASS.

The Young Women's Christian Association House.

(216 EAST JEFFERSON STREET.)

The Young Women's Christian Association House is maintained for three purposes: 1. To enable worthy, self supporting young women to secure board at actual cost and enjoy all modern and sanitary conveniences. 2. To provide a home where Association Bible and Mission classes, receptions and other meetings may be held. 3. To provide a home for the local General Secretary of the Association, for traveling state and national secretaries and other guests.

The House is a fourteen room frame dwelling, situated in the center of the city, half way between the public square and the Normal School Campus and within two and three blocks of the churches of the city. It is modern in all respects, having furnace heat, electric lights, hydrant water, toilet and bath rooms, and indeed all conveniences common in a modern residence.

There are eleven bed rooms in the House, a kitchen, dining room and sitting room. Each bedroom contains: 1. One double sanitary couch or two single cots. 2. One rocking chair and one straight chair. 3. One dresser or dressing table. 4. One study table. 5. One rug. 6. One closet or wardrobe. 7. Muslin sash curtains.

Each girl must provide for herself: 1. One pair blankets. 2. Two or more sheets. 3. Two pillow cases. 4. One counterpane. 5. Table napkins. 6. Towels. 7. Curtains or small rugs for added comfort.

The Association House has proven a decided success during the larger part of the time the past four years. Many applicants have had to be turned away each quarter. The girls live well, having plain but wholesome and nutritious food. They in turn purchase the food and make out the weekly menu, gaining much valuable experience neces-

sary to a modern education. The girls pay into a general treasury \$1.50 each per week for table board, the usual rates for rent, light, water and fuel, and \$5.00 per week for a cook. The cost of living at the Association House will run to \$2.75 per week during the year 1908-9.

The House is managed by the Advisory Board of the Young Women's Christian Association, they having assumed this duty at the beginning of the Summer Quarter, 1908. Miss Edith V. Sharpe, formerly of Brockport, New York, has been elected by the Board of Regents to act as General Secretary of the Young Women's Christian Association. Miss Sharpe will have entire charge of the work of the Association and will live at the Association House, acting as chaperon and adviser for the girls in the House. Miss Sharpe is an intelligent and cultivated woman who has for many years acted as adviser of the Association in the State Normal School at Brockport, New York. She understands young women and will have much to do towards making the Association House a real home with such quietude and refinement as one would wish to find in such a house.

The House is a nucleus where the sober, ambitious, self supporting, aspiring young women enjoy a wholesome atmosphere in their student work, beautiful social life and many rare privileges which characterize the work of the Young Women's Christian Association.

Applications for rooms should be made early and, with recommendations from pastors or other reliable persons, sent either to Mrs. J. W. Heyd, Chairman House Committee, or to Miss Elsie Kirk, Treasurer, Kirksville, Missouri.





THE CICEROIAN DEBATING CLUB.

Physical Education.

The past decade has wrought many changes in the sentiment of people at large regarding Physical Education. Every institution must of course have provisions for wholesome games, such as baseball, tennis, basket ball, regulated foot ball, track athletics, etc. But the far better feature now is the systematic physical exercise both indoors and out-of-doors for practically all students. This Institution, therefore, encourages all students to participate in the Gymnasium Work for men and the separate Gymnasium Work for women and the systematic use of the baths in connection with the gymnasiums.

A new plan is adopted with regard to admittance to games: Each student is charged one dollar every twelve months as a gymnasium fee. This fee pays for hot water and other expenses connected with the baths and it also admits each student to games on the Athletic Field whenever this Institution competes with any other Institution. It is hoped by this use of the gymnasium fee to have practically the whole school out on the Athletic Field bleachers for about one hour each sun-shiny afternoon in the fall of the year and in the spring of the year. It is at least the purpose of the Institution to induce every student to take a reasonable amount of exercise out-of-doors and to secure such a wholesome general attitude towards physical exercise that no student will go to excess in any of the physical exercises or games.

The purpose, therefore, is to make physical education contribute to all other forms of education, to secure **a sound mind in a sound body.**

Military Training.

We desire to call especial attention of young men to our course in Military Tactics. We confidently believe the young men are healthier and stronger in body and more manly in appearance and conduct because of their course in Military Training. The new Gymnasium for men and



THE CLAYTONIAN DEBATING CLUB.

the improved Athletic field give better facilities for this course than we have heretofore been able to offer. It is to be hoped that the cadet corps of the ensuing year will be large.

Special Suggestions.

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be **plainly marked** by the owners thereof so as to be known wherever found.

2. The city residence of every student is required at the office. In case of change report should be made at once.

3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of the students.

4. Reasons for absence from school or from any class are to be presented at the office before re-entering the class.

General Regulations.

Students are required to comply with the following and with such other regulations as the Board of Regents, President and Faculty may, from time to time, make known.

1. Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.

2. No student shall discontinue a study except for good cause, of which the Department Teacher and the President of the Faculty shall be the judges.

3. At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and practices are strictly prohibited.

4. Students leaving school without being regularly excused by the President will be considered suspended.

5. All special privileges and excuses granted or required by these regulations must be obtained from the President of the Faculty or from such persons as may be designated by him.



THE DEMOSTHENIAN DEBATING CLUB.

Vaccination.

The civilized nations of the world are making great efforts to stamp out or at least prevent smallpox. Careful observation has revealed the fact that vaccination is practically the only security.

It is therefore recommended that all students get vaccinated before setting out to become students in institutions away from home. It is unwise to wait. Get vaccinated at home by your family physician whom you know and in whom you have confidence.

The following are a few plain and simple statements of fact which all should understand:

1. Vaccination should always be done by a physician who will take due precaution and make the operation aseptic as much so as is done in surgical cases.

2. The after care is as important as that of injuries or surgical operations.

3. Only sterilized dressings should be used.

4. Vaccination that is not infected by carelessness seldom gives any trouble.

Rules for Grading and Reporting.

1. Seventy-five (75) is to be the passing grade.

2. Three ranks are to be recognized above and including 75:

- (1) **Passable**, to be marked and reported by the letter P.

- (2) **Good**, to be marked and reported by the letter G.

- (3) **Excellent**, to be marked and reported by the letter E.

3. Two ranks are to be recognized below seventy-five:

- (1) **Conditioned**, to be marked and reported by the letter C.

- (2) **Failed**, to be marked and reported by the letter F.

4. Grades in the Normal School books and records are

to be marked by the above mentioned letters and those only; but any teacher may give numerical grades to his students if he desires to do so.

5. Each teacher establishes his own requirements for the ranks to be attained.

6. A student who is conditioned in any subject which continues from one quarter to another, may continue in that subject, but must satisfy the teacher under whom he is conditioned that he has made up the conditioned work, the time and method of satisfaction to be left to each teacher. If a student fails to make up conditioned work within one year after condition is imposed, he shall be required to do the work again in class.

7. A student who has failed in any subject which continues from one quarter to another, shall do again in the class the work in which he has failed and shall not do advanced work in that subject until a passing grade shall be made in the back work.



TABULAR VIEW OF COURSES OF INSTRUCTION.

Definition:—The term "one unit" means three quarters or nine months in one subject or in a series of related subjects, five periods per week, periods being approximately one hour in length, Sciences having double periods.

The term "1 year" means three quarters or nine school months.

"ELEMENTARY COURSE."

Freshman Preparatory Year.

1. Adv. Gram., Comp., & Lit. (after completing 8th grade Gram)...	1	unit
2. American History, (after completing the usual 8th grade course)...	1	"
3. Arithmetic & Algebra, (after completing the usual 8th grade course)	1	"
4. Physiology, (after completing the elementary school course).....	$\frac{1}{8}$	"
5. Voc. Mus., Drawing, Manual Training, Physical Education.....	1	"

Sophomore Preparatory Year.

1. English & American Literature with Composition.....	1	unit
2. Civics.....	$\frac{3}{8}$	"
3. High School Algebra, complete.....	1	"
4. Latin or German or Agriculture.....	1	"
5. Voc. Mus., Dr., M. Tr., R. & V. C., Physical Education.....	$\frac{1}{8}$	"

Freshman Year.

I. Four units from the following:		
1. Eng. & Am. Lit. or Rhetoric	1	unit
2. Ancient History (Of High School rank).....	1	"
3. Geometry (Plane & Solid).....	1	"
4. Latin or German.....	1	"
5. Botany or Agriculture.....	1	"
6. Commercial Subjects.....	1	"
7. Harmony 3 qr., Dr., M. Tr., R. & V. C., Physical Education ...	1	"
II. Psychology	$\frac{1}{8}$	"

Sophomore Year.

I. Three units from the following:		
1. Rhetoric or Literature.....	1	unit
2. Anc. Hist. or M. & M. Hist. (Of High School rank).....	1	"
3. Geometry or Trigonometry & College Algebra.....	1	"
4. Latin or German.....	1	"
5. Botany or Agriculture or Physics or Zoology.....	1	"
6. Commercial Subjects.....	1	"
7. Counterpoint and Form.....	1	"
II. Concrete Pedagogy & Philosophy of Teaching.....	$\frac{3}{8}$	"
III. Teaching in Elementary School.....	$\frac{1}{8}$	"

On completion of the above stated courses, the candidate receives the "Elementary Certificate" valid in any county of Missouri for two years.

Graduates of accredited high schools, having four years' courses, may receive the "Elementary Certificate" on completion of the pedagogical requirements in the above stated courses. It should be observed that part of these pedagogical requirements will be a careful consideration as to the candidates knowledge of ninth grade or twelfth grade Grammar, American History and Arithmetic. The candidate must investigate these subjects from the standpoint of the adult person and prospective teacher. Knowledge obtained in the eighth grade is not sufficient. If the candidate has not studied these subjects from the standpoint of the teacher, he must study them in this School for pedagogical purposes. It usually requires six months for a good high school graduate to complete the requirements for the "Elementary Certificate."

Constants:—3 units of English, 2 of Mathematics, and all pedagogic requirements

"ADVANCED COURSE."

Junior Year.

(All Courses being of College Rank.)

- I. Three quarters or nine months each in **four** of the following subjects:
 1. American or English Literature.....
 2. Ancient History or Mediaeval & Modern History or Am. Const. Hist.
 3. Trig. & Col. Alg. or Col. Alg. and Analytics.....
 4. Latin or German or French.....
 5. Agri. or Zool. or Ph. G or Chem. or Physics.....
 6. Commercial Subjects.....
 7. Library Economy.....
 8. Form, Instrumentation and Orchestration.....
- II. General Pedagogy or Teaching, 12 weeks.....

Senior Year.

- I. Three quarters or nine months each in **two** of the following subjects:
 1. English or American Literature.....
 2. Anc. Hist. or Med. & Mod. Hist. or Am. Const. Hist. or Eng. Hist.
or Anc. Life or 18 & 19 Century History.....
 3. Trig. & Col. Alg. or Col. Alg. and Analytics or Analytics & Calculus... ..
 4. Latin or German or French.....
 5. Chemistry or Physics.....
 6. Commercial Subjects.....
 7. Library Economy.....
 8. Hist. Music, Biog. Music, Applied Music.....
- II. History of Education, 6 months.....
- III. School Administration, 3 months.....
- IV. Teaching, Elementary or High Sch. 6 months, or Gen. Ped. 3 mon. & Teaching 3 mon.....

On meeting the requirements of the "Elementary Course" and of the above stated "Advanced Course," a diploma with the degree Bachelor of Pedagogy is conferred. This diploma includes a teacher's state certificate valid for life.

Junior Graduate Year.

Three quarters or nine months each in **four** of the following subjects:

1. History of the English Language or Elizabethan Literature.....
2. Med. & Mod. Hist. or Eng. Hist. or Am. C. H. or Anc. Life or 18-19 C. H.
3. Col. Alg. & Analytics or Analytics and Calculus or Surveying.....
4. Latin or German or French.....
5. Chemistry or Physics or Biology.....
6. Library Economy.....
7. History and Philosophy of Education.....

Senior Graduate Year.

Three quarters or nine months each in **four** of the following subjects:

1. 19th Century Literature or Shakespeare, Tennyson & Browning.....
2. Eng. Hist. or Am. Const. Hist. or Anc. Life or 18-19th Cent. Hist.....
3. Adv. Col. Alg. & Analytics or Analytics & Calculus or Surveying.....
4. Latin or German or French.....
5. Chemistry or Physics or Biology.....
6. Library Economy.....
7. Elective professional work for specialization.....

Constants:—Every Diploma must include (1) The requirements of an "Elementary Certificate;" (2) Plane and Solid Geometry; (3) One year of College English; (4) One year of College History; (5) One year of Science; and (6) The equivalent of all pedagogic requirements of the Junior and Senior Years.

The degree Bachelor of Arts is conferred upon those who complete the Junior and Senior Graduate Years.

Explanations of Courses of Study.

The two preceding pages, 42 and 43, are presented as the simplest possible tabulation of the courses of instruction. In this tabular view it is sought to state the Normal School curriculum in terms and form such that comparison of its academic content may easily be made with the high school and college curricula.

It is well and widely known that this School has long represented a well defined demand to the effect that the Normal School should in academic subjects parallel the best work that a college can do.

But we must also for a long time receive into the "preparatory courses" of the Normal School large numbers of young prospective teachers who have not had the advantages of high school education. The **four years' courses** leading to the "Elementary State Certificate" are planned both for these ambitious young men and young women coming from village and rural communities and also for the high school graduates.

Page 42 is thought to offer: (1) In its academic content the full equivalent of an accredited high school having four years' courses, and (2) In addition thereto the unit and one-third in Psychology, Concrete Pedagogy, Philosophy of Teaching and Practice in the Elementary School. This is a sum total of sixteen and two-thirds units. This is not a new proposition. It is simply a plainer statement than we have heretofore made of things actually done. The Normal School must stand for practical methods of procedure. The average age of rural and village students entering the Freshman Preparatory Year is nearly eighteen years. The tabular view on page 42 represents just what these people are doing and doing thoroughly.

In the form of Advanced Standing to be applied on the "Elementary Course," graduates of accredited high schools

receive credit for all academic subjects above the eighth grade regularly pursued by them in the high school. The phrase "proving up" heretofore somewhat troublesome in our practice is to be discontinued.

High school graduates must of course meet all pedagogical requirements in the "Elementary Course." It will be noticed that the Freshman Preparatory Year, differs considerably from the typical freshman year of a high school. It is the outgrowth of a condition. For freshman pupils in a high school it is perhaps more difficult than the typical freshman high school subjects. It is designed for two purposes: (1) For the mature young men and young women coming from village and rural schools and (2) as a pedagogical requirement for high school graduates who have not in the latter part of their high school courses made a careful study of Grammar, Arithmetic and American History. Young people from the village and rural communities on first entering the Normal School expect as a rule to attend about a year in order to make themselves thorough in the common school branches and to get some idea of how these branches can be taught. Therefore it will be seen that the Freshman Preparatory Year is first of all for the accommodation of these peculiar prospective teachers.

It happens that those high school graduates who seek the "Elementary Certificate" usually expect to teach one or two years in elementary schools and then return to the Normal School for the pursuit of more advanced courses. Therefore such high school graduates are held responsible for a study of Psychology, Concrete Pedagogy, Philosophy of Teaching and some Practice Teaching in the Elementary School. They usually require some time for the study of Grammar, Arithmetic and American History, especially for the pedagogic phases of these subjects.

Graduates of accredited high schools who enter with the distinct purpose of graduating at as early a date as

possible in an "Advanced Course" may pass at once into the academic subjects of college rank given in outline on page 43. They will of course be held responsible for Psychology and the other pedagogical requirements included in the "Elementary Course." It is not the intention to have high school graduates take "reviews" or **rehashes** of academic subjects regularly mastered in the high school, but rather to give them the **better view of secondary school subjects** through the **mastery of college subjects** which may bear the same name. To illustrate: The successful pursuit of College Algebra is certainly a guaranty that the student not only knows the High School Algebra but knows it from a higher and better standpoint; the successful pursuit of Ancient History of college rank certainly bears the same relation to Ancient History of high school rank, etc.

As a general rule, therefore, the student may take up a subject in this Normal School at the point where he left off in any good school. But he must carry successfully what he undertakes, or change back to a point from which he can do successfully the work assigned him. In practice it is found that the students almost uniformly take as rational a view of their classification as could be desired.

Time Required to Graduate. The sturdy people from rural and village schools ask few questions as to the time required for graduation. Their minds are taken up with ideas of efficiency. But the worrisome mechanism of our educational system habituates our high school students to figuring on the time requirements and the dates of graduation. Naturally, then, we have inquiries from the high school graduates as to how long it will take them to graduate in the Normal School. From the tabular views on pages 42 and 43, the high school graduate should discover the following: (1) That he is expected to pursue in the Normal School each term three studies or four studies requiring preparation and one subject such as Drawing, Manual

Training, Sight Reading in Music, etc., not requiring preparation. (2) In the Junior and Senior years, therefore, there is just work enough to keep a good student busy for two school years of nine months each. (3) It is found in practice that the good high school graduates seeking to complete an "Advanced Course" are pretty well satisfied to work out the pedagogical requirements of the Elementary Course in from one to two quarters. Many of our best graduates are spending the equivalent of three regular school years of nine months each with us after graduating from a high school.

Each Student Put Upon His Individual Merit. It is proper and fair to say, however, that we place each student upon his or her individual merits. The permanent maxim controlling the action of the students and faculty of this School seems to be, **Not how much, but how well**; and so long as the demand for our graduates to fill teaching positions far exceeds the supply, our policy of tolerably severe requirements seems justified.

Advanced Standing.

Advanced Standing is the credit allowed in this school for work done in other schools. It may be recorded at any convenient time between matriculation and graduation.

The Major Academic Subject.

Each certificate and each diploma receives its name from the **major academic subject** offered by the student, this subject being presumably one for which the student has special taste or adaptability.

Each certificate requires in the major academic subject at least two units above the Sophomore Preparatory Year.

Each diploma requires in the major academic subject at least four units above the Sophomore Preparatory Year.

Tentative Daily Program for fall Quarter, Sept. 8 to Nov. 27, 1908.

To be revised during first week of school to meet needs of students.

TEACHER	ROOM	FIRST PERIOD 8:00-8:50	SECOND PERIOD 8:50-9:45	THIRD PERIOD 10:15-11:05	FOURTH PERIOD 11:05-11:55	FIFTH PERIOD 1:10-2:00	SIXTH PERIOD 2:00-3:00
B. P. Gentry	17B	Lat. 2 qr.		Civ. 1 qr.		Civ. 1 qr.	Livy
T. Jennie Green	19B		Civ. 2 qr.	Lat. 1 qr.	Lat. 3 qr.	Sallust 1 qr.	
J. W. Heyd	12A	German 4 yr.	German 3 qr.	German 3 yr.	German 1 yr.	German 2 yr. 1 qr.	
J. T. Vaughn	21B		Am. C. H. 2 qr.	Am. Hist. 1 qr.		Am. Hist. 2 qr.	Am. C. Hist. 1 qr
Mary G. Young	20B	Anc. Life	Greek Hist.	Anc. Hist., H. Sch. O. Hist.			
E. M. Violette	20B			18 & 19 C. Hist.	M. & M. H. (H. Sch.)	Eng. Hist. 1 qr.	M. & M. H. 1 qr.
W. A. Lewis	9C-	Gen. Chem.		Quant. Anal.		Qual. Anal.	
J. S. Stokes	4B	Physics		Physics		Phys. Geog.	
L. S. Faugherty	2C	Vert. Zool.		Physiol.		Invert. Zool.	
H. H. Laughlin	15B	Agri.		Nature Study		Agri.	
H. Clay Harvey	14B		Pl. Geom. 1 qr.		Alg. 3 qr.		Analytics
R. M. Ginnings	16B	Alg. 1 qr.	Arith. 2 qr.	Pl. Geom. 2 qr.		Col. Alg. 1 qr.	Sol. Geom.
W. H. Zeigel	12B		Alg. 2 qr.	Alg. 1 qr.	Alg. 4 qr.	Trig. 1 qr.	Arith. 3 qr.
		Book keeping		Stenography		Commercial Geog.	
A. P. Settle	25C	Am. Lit. 1 qr.	19 Cent. Lit.			Rhet. 3 qr.	
Minnie Brashear	27C	Gr. & Comp. 2 qr.	Gr. & Comp. 1 qr.		Gr. & Comp. 1 qr.		Hist. E. Lang. 1 qr.
E. R. Barrett	27C	Lit. 1 qr.		Eng. Lit. 1 qr.		Gram. 3 qr.	Rhet. 2 qr.
F. W. Plunkett			Lit. 1 qr.	Lit. 1 qr.	Rhet. 1 qr.	Rhet. 1 qr.	Lit. 3 qr.

Photography and Agricultural Chemistry to be located in program at a later date.

D. R. Gebhart	12C.	Hist. Music,	Counterpoint	Voc. Mus. 1 qr.	El. Sch.	Voc. Mus. 1 qr.
Edith V. Sharpe	28C.			Voc. Mus. 2 qr.		
Chas. Noonan	16C.			Harmony 1 qr.	Harmony 2 qr.	Individual Lessons
A. Otterson		Arith. 1 qr. (25B)	Voc. Mus. 3 qr.		Civ. Gov. 1 qr. (17B)	Am. Hist. 1 qr 27b
Margaret T. Linton	33A	R. & V. C. 1 qr.	R. & V. C. 2 qr.	Phys. Ed.	Phys. Ed.	Phys. Ed.
O. C. Bell	2A			Gym.	Gym.	Gym.
A. D. Towne	11C	Mech. Dr.	M. Tr.	M. Tr.	M. Tr.	El. Sch.
Cora A. Reid	30C	Dr. 2 & 3 qr.	Dr. 1 qr.	Dr. 1 qr.	Dr. El. Sch.	Dr. 1 qr.
O. A. Parrish	26C	Lib.	Lib.	Lib.	Library Instruct.	Lib.
G. E. McFadden	33C	Lib.	Lib.	Lib.	Lib.	Lib.
Della Havenor	33C	Lib.	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B	El. Psych.	Ph. T. 1 qr.	Ph. T. 2 qr.		
Miss Longenecker	27B		Conc. Ped. 1 qr.	Conc. Ped. 2 qr.		
A. B. Warner	25B		Ped. of Arith.		Gen. Ped.	Hist. Ed. 1
Susie Barnes		El. Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.
Laura Doolittle		El. Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.
Clara Klinefelter		El. Sch.	El. Sch.	El. Sch.	El. Sch.	M. Tr.
Sarah Pepper	25A	Kgn.	Kgn.	Kgn.	Kgn.	Theory.

Orchestra Practice 1 p. per wk.
Chorus Rehearsal 1 p. per wk.
Nellie Buzard, Accompanist.

DEPARTMENT OF COMMERCE.

At the meeting of the Board of Regents held May 27th, 1908, a resolution was adopted creating a Department of Commerce. As we go to press, plans are maturing for opening the new department, the head of the department being already agreed upon provided he can secure honorable release from a former contract. The action of the Board of Regents is in response to a demand made upon the institution to supply teachers of commercial subjects in the medium sized and smaller high schools. It is proposed at the outset to admit to the beginning classes of this department, students who are fairly well started in a high school course. Consequently there will be offered courses in Stenography, Bookkeeping, Industrial History and Commercial Geography. Details of these courses must of course be worked out in the future. It is thought that a series of courses can be so arranged as to constitute the major subject leading to a diploma. It is proposed that the various courses in this department shall be as severe and require as much preparation as Geometry, Latin or any other advanced academic subject. The head of the new department is to be a man familiar with all the elementary and practical phases of commercial subjects such as those given in the popular commercial schools of our cities; and he is to have also the scholarly viewpoint which will enable him to co-operate with the department of History and no doubt lead ultimately to college courses in Sociology and Political Science.

SENIOR CLASS OF '08.

Motto: The best is yet to come.

The following nine pages are the contribution of the Senior class of 1908.

The name and residence of each member of the class are given; also the major subject indicating the name of the diploma received by each; also some pleasantries best understood and appreciated by the members of the class and the students of other classes of the year 1907-8.

WILL R. ADAMS,

Kirksville.

MATHEMATICS.

"A man he seems of cheerful
yesterdays and confident to-
morrow's."

PECULIARITY:—Falling in love.

* * *

DAISY ALKIRE,

Oregon.

HISTORY.

"Smooth runs the water where
the brook is deep."

CHARACTERISTIC:—Reserve.

* * *

FERN B. ALLISON,

New London.

LATIN.

"Wearing all that weight
Of learning lightly like a flower."

AMBITION:—A New Man.

* * *

H. S. BECKNER,

Rutledge.

MATHEMATICS.

"His joy is not that he has got
the crown,

But that the power to win the
crown is his."

* * *

MAURINE BRAGG,

Shelbina.

ENGLISH.

"Happy am I; from care I'm free!
Why ar'n't they all contented
like me?"





F. E. BRIDWELL,

Marceline.

LATIN.

"Shut up in measureless content."

DESTINY:—Leading tenor in Metropolitan Opera Company.

* * *

CLYDE BUSBY,

Quitman.

LATIN.

"My only books
Were woman's looks,—
And folly's all they've taught
me."

* * *

LUCY CARPENTER,

Centralia.

ENGLISH.

"A perfect woman, nobly planned
To warn, to comfort and command."

* * *

ADA COCHRAN,

Kirksville.

LATIN.

"She has a gentle animation,
She joins in singing simple glees."
HOBBIES:—Love and music.

* * *

B. L. CORNMESSER,

Kirksville.

SCIENCE.

"How quietly flows the river
to the sea, yet it always gets there."
CHARACTERISTIC:—Persistency.

CARRIE M. CRAIG,

Kirksville.

MUSIC.

"She doeth little kindnesses
Which most leave undone, or
despise."

HOBBY:—Music.

* * *

DIMPLE CUPP,

Kirksville.

MATHEMATICS.

"A burning and a shining light."

STUDIES:—Mathematics, men and
matrimony.

* * *

NORA E. DURHAM,

Kansas City.

LATIN.

"Earth's noblest thing,—
A woman perfected."

DESTINY:—Head of Latin De-
partment in M. S. U.

* * *

EFFIE ENYEART,

Oregon.

ENGLISH.

"The heart to conceive, the un-
derstanding to direct, or the hand
to execute."

HOBBY:—Shakespeare.

* * *

ROBERT D. GRAY,

Kirksville.

MATHEMATICS.

"Stately and tall he moves in
the hall,
The chief of a thousand for grace.'





DELLA HAVENOR,

Kirksville.

ENGLISH.

"Seems always happy and glad,
Greets every one with a smile."

DESTINY:—Kindergarten Director.

* * *

LULA HICKS,

Moberly.

LATIN.

"Girls have curious minds
And fain would know the end of
everything."

CHARACTERISTIC:—Industry.

* * *

MINNA HOLMAN,

Youngstown.

ENGLISH.

"If your secrets you retain,
all you meet
Will esteem you as discreet."

* * *

ROBERTA HOWELL,

Holliday.

ENGLISH.

"Let the dumbness of this image
be my eloquence, and still interpret me."

DESTINY:—School-teaching.

* * *

M. EUGENE HUMPHREYS,

Gault.

MATHEMATICS

"I am Sir Oracle,
And when I ope my lips, let no
dog bark."

DESTINY:—Minister, St. James.

G. H. JAMISON,
Green City.
MATHEMATICS.

"I am not in the roll of common
men."

DESTINY:—Bachelordom.

* * *

LAURA E. LEWIS,
Webster Groves.

LATIN.

"But there's nothing half so
sweet in life
As love's young dream."

* * *

MARY E. McCOOL,
Kirksville.

HISTORY.

"I awoke one morning and found
myself famous."

DESTINY:—Poetess.

* * *

OCIE B. McCOOL,
Kirksville.

ENGLISH.

"A light to guide, a rod
To check the erring, and reprove."

* * *

DAISY McCORMICK,
Hardin.

ENGLISH.

"Why don't the men propose,
mama?

Why don't the men propose? "





GEORGE E. McFADDEN,
Kirksville

LATIN.

"An upright judge, a learned judge."

HOBBIES:—Athletics and Oratory.

* * *

HATTIE M. MOORE,
Festus.

MUSIC.

"She's beautiful and therefore to be wooed;

She is a woman, therefore to be won."

* * *

JAMES R. NAGEL,
New Boston.

SCIENCE.

"So wise so young, they say, do never live LONG."

CHARACTERISTICS:—Smiles, song and science.

* * *

A. J. NEWMAN,
Turner's Station Ky.
HISTORY.

"Pardon me, the point's the thing

We never come to."

HOBBIES:—Flowers and Ferns.

* * *

PAUL E. PHIPPS,
Ethel.

GERMAN.

"To sum up all, be merry, I advise;

And as we're merry, may we still be wise."

BESSIE G. POWELL,

Kirksville.

ENGLISH.

"She's not too careless, not conventional quite;
Does what she likes; knows what she does is right."

* * *

NELLIE RANDALL,

Kirksville.

SCIENCE.

"Good sense and taste are natives at home."

CHARACTERISTIC:—Modesty.

* * *

LETA D. RUDASILL,

Paris.

SCIENCE.

"Art is long and time is fleeting."

CHARACTERISTICS:—Slight frown and an abundance of hair.

* * *

EUNICE L. SCHOFIELD,

Tulsa, Okla.

ENGLISH.

"She has two eyes so soft and brown,

Take care! Beware!"

DESTINY:—A housekeeper.

* * *

MAMIE SHARP,

LaBelle.

HISTORY.

"A woman's work, grave sirs, is never done."

ASPIRATION:—A minister's wife.





FRANK B. SMITH,

Monticello.

HISTORY.

"The mirror of all courtesy."

PECULIARITY:—"Beg pah'don."

* * *

LOREE SPRECHER,

Kirksville.

LATIN.

"If eyes were made for seeing,
Then Beauty is its own excuse
for being."

* * *

GROVER STUKEY,

Millard.

LATIN.

"The man who has on his mind
the oppressive burden of providing
other people's amusement."

* * *

VICTOR VAUGHN,

Shelbina.

ENGLISH.

"Men of few words are the best
men."

CHARACTERISTIC:—High ideals.

* * *

MARIE WEBER,

Clayton.

ENGLISH.

"I hate a thing done by halves;
if it be right, do it boldly; if it be
wrong, leave it undone."

MAY WELDON,

Gamma.

ENGLISH.

"Wel(l) don(e)"—"a star of hope
in the clouds of adversity."

DESTINY:—Heaven.

* * *

ANNA WILSON,

LaBelle.

SCIENCE.

"Her voice was ever soft and
low,
An excellent thing in woman."

* * *

F. E. WHITE,

Bucklin.

LATIN.

"To sit without emotion, hope,
or aim."

HOBBIES:—Latin and ladies.



Syllabi of Courses of Instruction.

AGRICULTURE, BOTANY AND NATURE STUDY.

H. H. LAUGHLIN.

1. Agriculture.

The four courses in Agriculture are planned in such a manner as to make an organic unit, the primary purpose of which is to prepare teachers of agriculture for the rural, graded and high schools of the state.

Advantage will be taken of the seasonal changes and of frequent opportunities offered by farmers' institutes, sales, agricultural exhibits and short courses, to gain additional information concerning agricultural principles and methods.

Each course is given a double recitation period; one-half of the time will be spent in the recitation room and the other half in the laboratory, the school garden and field trips. Text-books, bulletins, reports reference books, magazines, newspapers, and note books will be used.

1. General Descriptive and Experimental Agriculture. (12 weeks.)

The purpose of this course is to acquaint the student with the general field of elementary agriculture. It includes school gardening, descriptions of different varieties and breeds of domestic plants and animals, plant propagation and culture, combating insect, fungous and weed enemies of the garden, and elementary soil fertility.

It acquaints the student with the best agricultural books, bulletins, magazines and movements of the day.

2. Plants. (12 weeks.)

The origin and classification of domestic plants, propagation and culture-planting tables, tillage, soil fertility, farm crops, truck gardens, fruits, flowers, forest trees, practical school gardening, corn judging, and plant breeding.

This course is a continuation of the plant phase of Course 1.

3. Animals. (12 weeks.)

This course is parallel to Course 2.

The origin and classification of domestic animals, the elements of breeding and some experiments in heredity, elementary animal husbandry and stock judging. Pedigrees.

4. Pedagogy of Agriculture. (12 weeks.)

The ideals and methods of teaching agriculture in primary and secondary schools, landscape gardening, school gardens, the educational possibilities in correlating agriculture with all of the other common school branches. Concrete examples. Methods of surmounting practical difficulties.

5. The Principles of Breeding: Thremmatology. (12 weeks.)

This course is designed for the more advanced students and may be taken in addition to the four preceding courses or it may be substituted for either course 1, 2 or 3.

It includes the principles and methods of improving both plants and animals.

Evolution, heredity, variation, mutation, Weismann's theory, Mendel's law, Galton's law and the theories and systems of breeding. It requires about 1000 pages of reading.

2. BOTANY.

1. General Botany—Descriptive and Experimental. (12 weeks.)

Plant forms and structures. Elementary work in histology, physiology and classification.

2. Systematic Botany. (12 weeks.)

Classification of plants. The student is taught how to collect, identify, mount and preserve plants and is required to do considerable field and laboratory work.

3. Plant Ecology, Physiology and Evolution. (12 weeks.)

Plant relations, functions and behavior.

In this course, the time is about equally divided between field and the recitation room. The class room discussions follow up the field work.

4. Botany for Teachers. (12 weeks.)

This course is designed for teachers of Botany in the schools of the state. It acquaints the student with the best botanical books and magazines of the day and a course in Botany adapted to primary and secondary schools is developed.

5. Nature Study and School Gardens. (12 weeks.)

This course is designed to make the student a nature lover and to acquaint him with some of the elementary facts of all the sciences in the phases that appeal to children and to discuss the spirit, aims and methods of Nature Study in the schools.

It includes representative work in elementary agriculture, botany, zoology, physiology, physics, chemistry, geology, physiography, meteorology, astronomy, and mechanics. Boys' clubs, Nature Study Excursions, Camp life and Mechanical toy-making are discussed.

A Nature Study course adapted to the common schools is developed.

No text-book is followed, but considerable reading is required.

ART.

MISS CORA A. REID.

FIRST YEAR.

FIRST QUARTER.

(a) Drawing from botanical specimens, grasses, fruits and flowers.

(b) Geometrical solids.

- (c) Still life.
 - (d) Representation and arrangement of objects, including study of dead game, furniture and other common objects.
 - (e) Landscape or outdoor sketching.
 - (f) Illustrating.
 - (g) Designing.
 - (h) Character sketching.
- Mediums used: charcoal, crayon and water colors.

SECOND QUARTER.

(a) Antique, chiefly charcoal practice from antique fragments in outline and general light and shade.

(b) Still life. Representation and arrangement of objects, including study of vegetables, dead game, furniture and other common objects.

Mediums used: charcoal, colored crayons and water colors.

THIRD QUARTER.

(a) Designing. The object is to educate students to work in practical designs. It embraces the study of historical ornaments, practice in drawing and water colors, the study of the theory of designing and exercises in original designing for wall paper, rugs, book covers, interior decorations, carpets, and decorative work of all kinds.

SECOND YEAR.

All students wishing art as a study requiring preparation must spend seven periods per week in studio.

FALL QUARTER.

- (a) Landscape or out-door sketching.
- (b) Botanical specimens.

Mediums used: charcoal, crayon and water colors.

WINTER QUARTER.

- (a) Designing for decorative work of all kinds.

Materials used: leather, brass, water colors, oil and distemper colors.

SPRING QUARTER.

(a) Still life, representation and arrangement of common objects with dead game, fruits and vegetables.

(b) Illustrating. The subjects taken up in class include the study of historical costumes and character sketching. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

SUMMER QUARTER.

- (a) Botanical.
- (b) Out-door sketching.
- (c) Designing.

THIRD YEAR.

FALL QUARTER.

- (a) Landscape and out of door sketching.
- (b) Botanical specimens.

Mediums used: charcoal, crayon and water colors.

WINTER QUARTER.

- (a) Designing for decorative work of all kinds.

Materials used: leather, brass, water colors, oil and distemper colors.

SPRING QUARTER.

(a) Still life, representation and arrangement of common objects with dead game, fruits and vegetables.

(b) Illustrating and character sketching. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

SUMMER QUARTER.

- (a) Botanical.
- (b) Out-door sketching.
- (c) Designing.

FOURTH YEAR.

The same as third year but more advanced.

TEXT-BOOKS.

SECOND YEAR.

The School Arts Book; Text-Book of Art Education, Books I to IV; Masters in Art.

THIRD YEAR.

The School Arts Book; Text-Book of Art Education, Books VI to VIII; Masters in Art.

FOURTH YEAR.

Essentials of Perspective—Miller.

The Hand Book of Greek Sculpture—Gardner.

CHEMISTRY.

MR. LEWIS.

—————Assistant.

COURSE 1.—GENERAL CHEMISTRY.

First Quarter.—Simple experiments illustrating physical and chemical changes, different ways of producing chemical change, the characteristics of chemical phenomena, the "Laws of Definite Proportions." The work leads to the study of our most familiar compound, water. Special experiments to show the exactness of the science of chemistry, work with the laws of Boyle and Charles, development of the methods of determining atomic and molecular weights.

Second Quarter.—The halogen family, a comparison of chemical activity, oxides and oxygen acids of the halogens. Solutions, ionization, ionic substances and interaction.

Bases, Acids, Salts,—Meaning of terms, composition and comparison.

Sulphur,—Oxides and oxygen acids.

The periodic system.

Nitrogen,—Its compounds with the use as refrigerant. Quantitative experiments with air. Liquid air.

Phosphorus,—Its compounds, sources of supply, uses.

Carbon,—Manufacture of illuminants and the by-products, the Bunsen and the illuminating flame, fractional and destructive distillation, the carbon crystal.

Third Quarter.—The alkali metals, solution tests made by titration, special work in the Solvay and the LeBlanc process, purification of salt, the alkali earth metals, special tests, commercial value, the manufacture of glass.

The remaining metals are situated in the order of their grouping with special reference given to the commercial value of copper and silver, aluminium and baking powder, lead and the manufacture of paints, iron and the Bessemer process. Special work in manganese and chromium as assaying agents.

First quarter's work repeated third quarter.

Second quarter's work repeated fourth and first quarter.

Third quarter's work repeated second quarter.

Course 1 is illustrated and made more practical by the use of lantern slides showing all the phases of modern manufacture and of modern manufacturing plants.

This course in chemistry is the same as given the first year in universities and high school chemistry will not be accredited for it.

The student devotes two consecutive periods per day of each school day during thirty-six weeks. The work in the laboratory and lecture room is so divided that the student is in the actual experimental work of chemistry three-fifths of the time.

Text: Alex. Smith—General Chemistry for Colleges, and Laboratory Outline.

COURSE 2.—QUALITATIVE CHEMICAL ANALYSIS.

The course in qualitative analysis is based on Course 1 and requires the preparation given by this course.

The student masters the methods of testing for the individual ions,—both negative or acid ions and positive or metallic ions. The reasons for grouping are worked out and thorough drill is given



SCIENCE CLUB.

in the identification of unknowns. This course is supplemented by a short course in the analysis of soluble matters in water.

Course 2 requires two consecutive periods per day of each school day during thirty-six weeks.

Text: Gooch and Browning—Outlines of Qualitative Chemical Analysis.

Supplemented by Fresenius—Qualitative Chemical analysis, Steadman—Analytical Chemistry.

COURSE 3.—QUANTITATIVE CHEMICAL ANALYSIS.

The course in quantitative analysis requires the preparation given by courses 1 and 2.

The student becomes familiar with the practical phases of the determinations of ore values and acquires a good working knowledge of modern methods used in determining the quality of substances quantitatively.

This course requires two consecutive periods per day of each school day during thirty-six weeks.

Texts: Tablot—Quantitative Chemical Analysis.

Sutton—Volumetric Analysis.

Supplemented by Fresenius—Quantitative Chemical Analysis, Steadman—Analytical Chemistry.

COURSE IV.—ORGANIC CHEMISTRY.

The course in organic chemistry requires the preparation given by courses I and II.

The student manufactures, in the laboratory, one, often two or three, compounds typical of each organic type. The product thus made is studied as to its character, its fusing point, its boiling point, its color, density, odor, taste, combustibility, solubility, uses, and its commercial value.

This course requires two consecutive periods per day of each school day during thirty-six weeks.

The courses in Qualitative analysis, quantitative analysis, and in organic chemistry are the same as these courses given in the universities and as such are given full credit.

COURSE V.—AGRICULTURAL CHEMISTRY AND FOOD ANALYSIS.

This course in analysis requires the preparation given by courses I and II.

The student will master the methods of analysis as employed by the "Government Chemists" and will have practical experience in analyzing soils, fertilizers, stock foods, fermented juices, prepared foods, sugars, fruits, dairy products, edible fats and oils, flavoring extracts, coloring matter, drugs, etc.

The department of Agriculture will co-operate with this department to make the course comprehensive and thoroughly practical.

Text: Methods of Analysis by United States Government Chemists.

COURSE VI.—SCHOOL PHOTOGRAPHY.

In this course the student acquires all the knowledge and skill necessary to operate the camera, the stereopticon, and to develop the exposed plate and reproduce the negative as a lantern slide or as a transparency. Just enough of the chemistry of photography is given to enable the student to understand the value of time, light, color, developer and care of sensitized plates.

The work includes outlining, blocking, pasting, intensifying, and reducing, tinting, matting, and passe partout.

The work requires one period per day during one school year.

COMMERCE.

For courses in Department of Commerce see page 50.

ENGLISH.

MR. SETTLE, MISS BRASHEAR, MR. BARRETT,
MR. PLUNKETT, MISS BARNES.

GENERAL EXPLANATIONS.

The requirements for any Elementary Certificate are one year of Grammar (with Classics and Composition), one year of Literature (with Composition), and one year of Rhetoric and Composition.

Every full Latin Course for the Senior Diploma must have another year of Literature, preferably course 4; but for sufficient reasons, work from course 5, 6, 7, or 8 may be substituted.

For the Senior Diploma in the English Course, five years of English will be required, two in addition to the elementary requirements.

Those wishing to make English their major in an Elective Course may present five or six units.

To secure any Elementary Certificate, some English work should be done in this school.

It is desired and expected that all candidates for Senior graduation will take at least two quarters of English here during their last year in the school; while those coming from other schools must do here at least two quarters of English. All who make English their major must take three quarters in this school.

Fragmentary work is not acceptable; that is, work of a few weeks at a time will not be put together to count for a quarter; nor can a quarter's record be given unless all the work is done, and in a connected and consecutive manner.

The work of any course should be taken consecutively through the quarters in which it is given, and without break or skip in time; that is, if any course is given in three quarters, the student should take it for the three successive quarters of that year; nor should he take one or two quarters, then go to another course, expecting to count the mixture for a unit.

REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE.

I. Grammar.

a. An elementary course for those who have not taken the subject very much, or who feel the necessity of foundation work.

b. A continuation of work begun in a.

c. An advanced course for teachers, for those who need a thorough review, and for carrying forward the work by those who seemed to lack strength and ability in a and b. This course is recommended for those who need to make acceptable grades for County Certificates.

In all grammar classes some work in classics and composition will be given.

Grammar grades are required of all candidates for certificates or diplomas, and they must be made here by study or examination, or brought from an accredited high school; grades from rural schools, from county certificates, and from "the grades" of town schools will not be accepted.

a, b, and c will be given each quarter.

Texts: Allen and Hawkins, and Baskerville and Sewell. Library References: Gowdy, Longman, Buehler's "Practical Exercises in English."

2. English and American Literature and Mythology. An elementary course in the interpretation of literature and in oral and written expression. Practice in composition will be emphasized throughout the year.

a. American and English Classics.

b. The same line of work continued.

c. Mythology, supplemented by classics from Greek, Roman, and English Literature.

Text: Guerber's Myths of Greece and Rome.

a, b, and c will be given every quarter.

3. Composition and Rhetoric.

a. Elementary and foundation principles studied, with frequent practice on board and paper; private and class criticism.

b. The work continued through the more difficult applications of principles. Most of the ground of the text-book should be covered this quarter, and library reference books should be freely used for supplement and comparison.

c. An advanced course, with text-books largely for reference. Practical and extensive work in composition and criticism, supplemented by critical study of literary masterpieces.

In each of these quarters, literature will be regularly used as a basis for work.

Texts: Brooks and Hubbard's "Composition-Rhetoric" and Gardner, Kittredge, and Arnold's "Manual of Composition and Rhetoric," with library reference books.

Pupils from village and town schools having only eight or nine months of Rhetoric and Composition will be given credit for two quarters only of this course, and for that only when they have taken a third satisfactorily.

Classes in **a**, **b**, and **c** will be maintained each quarter.

THE "ADVANCED COURSE."

4. English Literature, General View.

a. Chaucer to Shakespeare.

b. Milton to the Rise of Romanticism.

c. From the beginning of the Romantic Movement to the present.

Text: Simond's English Literature as a guide.

This course is suitable for Juniors, but may be elected by any in higher classes.

5. History of American Literature.

a. The early or formative periods. Special study upon Brown, Franklin, Irving, Bryant, Cooper, and Poe.

b. The New England Renaissance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Holmes, and Longfellow.

c. The remainder of our literary history.

Text: Abernethy's American Literature.

This course may be elected by Juniors, Seniors, or Graduates.

6. History of the English Language.

a. Development of the English Nationality, Language, and Literature to the Age of Chaucer. (Fall Quarter.)

b. Development of Modern English. Special emphasis will be placed on the forms and elements of the language at different periods. (Winter Quarter.)

Text: Lounsbury's History of the English Language.

This work may be elected by any pupils above the Sophomore year.

7. Shakespeare Period.

a. The characteristics and general literature of the Elizabethan Age,—Prose, Non-Dramatic Poetry, Rise of the Drama; Shakespeare,



THE SHAKESPEARE CLUB

with a critical study of one or two plays and a reading of some others. (Spring Quarter.)

b. Shakespeare. Two or three plays studied critically; others read, discussed, and reports made upon them. (Summer Quarter.)

Special texts, and reference books from the library. This course is open only to those who have taken at least one year of advanced work in literature; two years should be expected as a preparation.

8. Nineteenth Century English Literature.

a. The Poets.

b. The Critics and Essayists.

c. The Nineteenth Century Fiction.

Election to this course can be made only by those with a year or two of preparation upon general literature, preferably course 4 or 5. Special texts and library used.

THE SUMMER QUARTER, 1909.

ELEMENTARY COURSES.

1. Grammar:—First, second, and third quarter, as already explained.

2. Freshman Literature:—All three quarters will be given, as mentioned under 2,

3. Composition and Rhetoric:—Three quarters, as outlined in 3.

Work in Grammar, Literature, and Rhetoric will be accepted for County and State Certificates.

ADVANCED COURSES FOR SUMMER QUARTER.

4. General English Literature. See course 4a.

5. American Literature, as given in 5a.

6. History of the English Language; 6a.

7. Shakespeare; 7b.

8. Tennyson and Browning.

9. Special Literature for Certificates.

GERMAN.

MR. HEYD.

I. First Year.

a. First quarter: Requirements—same as beginning Latin. Special emphasis is placed upon accurate pronunciation, the mastery of inflections, idioms, and the simple fundamental grammatical constructions; upon word-formation, and the English-German cognates; and upon the training of the eye and ear by means of dictation exercises. The comparative method is used.

Texts: Joynes-Meissner's "German Grammar" and Mueller's Neue Maerchen.

b. Second quarter: Continuation of (a). Storm's "Immensee" is read; also Hillern's "Hoeher als die Kirche" or a similar work.

c. Third quarter: Schiller's "Wilhelm Tell" is read.

II. Second Year.

a. Conversation and composition course. The material for this course is taken from Hoelzel's "Wandbilder" a series of eight pictures upon which almost every phase of life is represented. Wallenstein's "Konversationsunterricht im Deutschen" is used as a guide. Conducted in German. Free composition forms an important part of this course. Syntax is emphasized.

b. and c. In these two quarters, representative German novels and dramas are read and composition is continued. As much of the instruction and recitation as possible is given in German. Meyer's "Das Amulet," Otto Ernst's "Flachsmann als Erzieher," Fouque's "Undine" and Goethe's "Hermann and Dorothea" and like works are read in the second year classes.

III. Advanced Reading Course. Such work as Keller's "Dietergen," Thiergen's "Am Deutschen Herde," Freytag's "Dr. Luther," Riehl's Burg Neideck and similar works are read with free composition based upon the reading matter.

IV. Schiller Course. This is a course in Schiller's works and life. His dramas and poems are read, supplemented by lectures by the instructor and papers by students, as much as possible in German.

V. Goethe Course. Goethe's dramas and poems are read. Goethe's position in, and influence upon German literature with special reference to the "Storm and Stress" movement, compared with similar movements in other countries will be treated in lectures by the instructor and papers by the members of the class. Conducted entirely in German. To be offered when asked for by qualified students.

The past year a student's German Club has been very helpful to students and will be a regular feature in the future. The purpose is to give the students the opportunity of hearing and using the German language. Programs consist of German recitations, papers, compositions, songs, etc. It will be a very helpful supplement to all courses above and including the Conversation Course.

FRENCH.

Requirements—two years' work in German, Latin or other foreign language. Classes will be organized whenever a sufficient number of capable students ask for it.



THE GERMAN CLUB.

HISTORY AND GOVERNMENT.

A. American History,

Mr. Vaughn.

- a. From the discovery of America to the end of the revolution.
- b. From the revolution to 1836.
- c. From 1836 to the present time.

Classes will be organized in courses a and b in the fall quarter, b and c the winter quarter, and a and c the spring quarter.

Students taking these courses will be required to supplement the text by readings in the Epoch series, the American History series, etc.

B. Civil Government,

Mr. Otterson.

a. Will be devoted entirely to State Government, including that of city, town and county.

b. The Constitution of the United States. a and b will be repeated in the spring and summer quarters. The government of the colonies will be studied incidentally; references to the library will be made for that purpose.

Text: James and Sanford.

C. Ancient History,

Miss Young and Assistants.

This course will cover the period beginning with earliest times and coming down to about 800 A. D. Very little attention will be given to Oriental History, but most of the time will be spent upon Greek, Roman, and early Medieval history. The course will continue through three quarters.

D. Medieval and Modern History, Mr. Violette and Assistants.

This course will begin where the above described course leaves off and continue down to the present time. English History will be particularly emphasized and the stress will be put upon the period since 1500. The course will continue through three quarters.

In academic scope the above described courses are of high school rank. They are given to help elementary teachers and to enable students who have no history above the grades to get a foundation for subsequent work in the subjects. Credit for courses in history which students may have had in high schools and academies will be applied upon the above stated courses. These courses count for the elementary certificate only.

COLLEGE COURSES.

I. Ancient History,

Miss Young.

a. The Oriental period, from prehistoric times to the rise of the Medo-Persian Empire. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by

a consideration of Egypt, Old Babylonia, Assyria and New Babylonia, the Hebrews, Phoenicia, and the early Medo-Persian Empire. In addition to the text many works in the library are used. About one-half of the quarter is spent on the political history of the period; about one-fourth is given to the religious history of the period with Menzies' History of Religion as a guide; and the remaining fourth is taken up with the study of the architecture, sculpture, painting, and social life of the period, in which the work is illustrated by numerous stereopticon slides. Given in the fall and summer quarters, and in the winter and spring quarters if there is sufficient demand.

Text: Fair's Introduction to the Study of Oriental History.

b. The Grecian period, from earliest times in Greece to the fall of Corinth, 146. Most of the time is spent on the study of the political and constitutional history of the Greeks. In this work Oman's History of Greece and Bury's History of Greece are used extensively as supplementary to the text as well as selected parts of other standard works in the library. Some attention is given, however, to the architecture, sculpture, and literature of the Greeks, in which the work is illustrated by well chosen stereopticon slides. Given in the fall, winter, and summer quarters.

Text: Botsford's History of Greece.

c. The Roman period, from earliest times in Italy to the so-called fall of the Rome, 476 A. D. Because of the limitations of time most of the quarter must be given to the political and constitutional phases with Taylor's Roman Constitutional History and Pelham's Outlines of Roman History as the chief supplements to the text; but enough of work is done on the architecture, sculpture, and literature of the Romans to form a good comparison with those of the Oriental and Greek peoples. This work is illustrated with the stereopticon. Given in the winter, spring, and summer quarters.

Text: Botsford's History of Rome.

This course is intended for those who desire to know more of the subject than they can get in the high school course. It is particularly valuable to those who expect to teach the subject in the grades or in the high school. Students will be required to prepare sets of maps illustrating the geographical changes of the different periods in the course.

II. Medieval and Modern History,

Mr. Violette.

a. From the rise of the Frankish kingdom to the middle of the thirteenth century in the history of France and of England, and to the opening of the tenth century in the history of Germany. Given in the fall and summer quarters, and in the spring quarter if there is sufficient demand.

Texts: Emerton's Introduction to the Middle Ages; Robinson's Western Europe.

b. From the middle of the thirteenth century in the history of France and of England and from the opening of the tenth century in the history of Germany to the Protestant Reformation. Given in the winter and summer quarters.

Text: Robinson's Western Europe.

c. From the Protestant Reformation to the present time. Given in the spring quarter.

Text: Robinson's Western Europe.

In this course the object will be to show the growth and development of those institutions out of which have arisen most of those of to-day. In view of that fact the course has been arranged so as to devote two quarters to the medieval period and the greater part of the third quarter to sixteenth and seventeenth centuries. Students who desire a fuller treatment of the eighteenth and nineteenth centuries will find it in another course mentioned below. Most of the required reading will be found in reference books in the library. Students will be asked to furnish themselves with Dow's Atlas of European History, which will be of great aid to them in studying the many territorial changes that have taken place in medieval and modern times.

Only those who have had a course in either high school or college Ancient History are eligible for this course.

III. English History,

Mr. Violette.

a. From the Roman occupation of Britain to the close of Edward I's reign. Given in the fall and summer quarters.

b. From the close of Edward I's reign to the beginning of James I's reign. Given in the winter quarter.

c. From the beginning of the reign of James I to the present time. Given in the spring quarter.

This course will be a general course in English history, but an attempt will be made to emphasize, as far as time will permit, the constitutional development. In addition to the assignments in the text book, a great deal of reading will be required in larger and special works in the library. Occasionally some of the original documents bearing upon various topics will be given special study. Near the close of the course the students will make a brief study of England of to-day using Moran's English Government as a guide. A thesis on some special subject will be required from each student each quarter. Only those who have had college Medieval and Modern History are eligible for this course.

Text: Terry's History of England.

IV. American Constitutional History,

Mr. Vaughn.

a. Period of Discovery, Exploration and Settlement.

Due consideration will be given to Aboriginal America, the different Indian tribes, their location, manner of living, and influence on our history.

Special attention will be given to the charters, their limits, the government and purpose of the settlement of each of the thirteen colonies. Emphasis will be laid upon the social and economic conditions of the settlers during this period.

General Readings: Fiske's *Discovery of America*, Winsor's *Columbus*, Winsor's *Narrative and Critical History*, Irving's *Columbus*, Biographies of Cabot and Magellan, Parkman's *Pioneers of France*, Bourinot's *Story of Canada*, Lumis's *Spanish Pioneers*, Gay's *Bryant's Popular History*, Fisher's *Colonial Era*, Doyle's *English Colonies in America*, Thwaites's *Colonies*, Palfrey's *New England*, Fiske's *New France and New England*, Lodge's *Short History of English Colonies*, MacDonald's *Select Charters and Documents*, Preston's *Documents Illustrative of American History*, Poore's *Constitutions and Charters*, Bancroft, Vols. 1-IV and Hildreth, Vols. 1-III.

b. The American Revolution, and the Constitutional period to 1824.

The result of the French and Indian war, causes of the Revolution, immediate and remote; cession of the Western lands, failure of articles of confederation, and the adoption of the constitution will be studied as carefully and thoroughly as time will permit.

In the administrations of the first five presidents, particular attention will be given to Foreign affairs in which American interests were involved, and Internal affairs which have influenced our commercial interests and the development of our political history.

General Readings: Parkman's *Montcalm and Wolfe*, and *Conspiracy of Pontiac*; Sloan's *French War and the American Revolution*; Fiske's *American Revolution*; Lecky's *History of England*, Vol. III.; Fisher's *True History of American Revolution*; Van Tyne's *American Revolution*; Howard's *Preliminaries of American Revolution*; McLaughlin's *Federal Constitution, and the Federalist System*; Channing's *Jeffersonian System*; Babcock's *Rise of American Nationality*; McMaster's *History of People U. S.*; Walker's *Making of the Nation*; Burgess's *Middle Period* (six ch's); Winsor's *Westward Movement*; Hildreth, Vols. III-VI; Von Holst, Vol. I; the biographies of the statesmen of that time; and Gordy's *Political History U. S.*

c. Constitutional Period continued.

Special stress will be laid upon the acquisition of territory; Foreign Relations; the Development of political parties; the Growth of Nationality; the Slavery question; the Civil War; and Reconstruction. Toward the end of the quarter the history of the financial legislation in the U. S. will be reviewed.

General Readings: Burgess's *Middle Period*, Civil War and the Constitution, and Reconstruction; Schouler's *History U. S.*; Wilson's *Division and Reunion*; Taussig's *Tariff History*; Von Holst's *Constitutional History*; Curtis's *Constitu-*

tional History; Landon's Constitutional History; MacDonald's Select Statutes U. S.; Fiske's Mississippi Valley During the War; Garner's Reconstruction in Mississippi; Dunning's Civil War and Reconstruction; Biographies of the men of the day; Andrew's U. S. in our own time; Cox's Three Decades of Legislation, etc.

d. History of Political Parties.

This course is offered as a substitute for course c. It has been found that many students prefer this kind of work to that outlined in course c, especially is this true of those who attend the summer quarter. The work will necessarily be more extensive, but less intensive. This will enable students to get a wider range of our history than by taking the third quarter's work. No text will be required but the work will be based largely upon Stanwood's History of the Presidency.

Any one is eligible to the courses in American Constitutional History who has had either the High School or College course in Medieval and Modern History.

V. History of Europe during the Eighteenth and Nineteenth Centuries, Mr. Violette.

a. From the close of the reign of Louis XIV, 1715, to the outbreak of the French Revolution. Given in the fall quarter and in the summer quarter if there is sufficient demand.

Text: Hassall's European History, 1715-1789.

b. From the outbreak of the French Revolution to the Congress of Vienna, 1815. Given in the winter quarter.

Text: Stephens' Revolutionary Europe.

c. From the Congress of Vienna to the present time. Given in the spring quarter.

Text: Robinson and Beard's Development of Modern Europe, Vol. II.

This course is arranged for those who desire a more detailed study of Europe in the eighteenth and nineteenth centuries than can be had in the general course in Medieval and Modern History. Only those who have had the college course in Medieval and Modern History are eligible for this course. Besides the texts the students will make use of a great many other books in the library. A thesis on some special subject will be required from each student each quarter.

This course will alternate with the course in the History of England during the Eighteenth and Nineteenth Centuries. It will be given in 1908-09 but will be omitted in 1909-10.

VI. History of England during the Eighteenth and Nineteenth Centuries, Mr. Violette.

a. From 1688 to 1760. Given in the fall quarter.

b. From 1760 to 1832. Given in the winter quarter.

c. From 1832 to the present time. Given in the spring quarter.



In this course the effort will be to study in detail the great movements that have arisen in England since 1688. In the third quarter special attention will be given to the government of England as it is to-day. A thesis will be required of each student every quarter. Only those who have had the college course in Medieval and Modern History are eligible for this course. This course will alternate with that in the History of Europe during the Eighteenth and Nineteenth Centuries. It will not be given in 1908-09.

VII. Ancient Life,

Miss Young.

- a. The Oriental period. Given in the fall quarter.
- b. The Grecian period. Given in the winter quarter.
- c. The Roman period. Given in the spring quarter.

The part of the course given in the summer quarter will depend upon the demands of the students. So far the demand has been for the Roman period.

In this course a study will be made of the customs, manners, dress, social institutions, art, literature and related subjects of the peoples of ancient times. The object will be to see these peoples as they really were in their every day life, private and public. The material used in this course is found in the library in a great variety of books. Numerous stereopticon slides will be used to illustrate the work. This course is intended to serve at least three well defined purposes: first, in itself it can be made to serve as an excellent mental discipline; second, it will form a strong supplement to the course in Ancient History; third, it will be equally valuable to those studying any of the languages of ancient peoples. Only those who have had Ancient History of college rank are eligible for this course.

LATIN.

MR. GENTRY AND MISS GREEN.

1. First Year Latin.

- a. First Year Latin (Collar & Daniell) to page 85.
- b. First Year Latin (Collar & Daniell) to page 150.
- c. First Year Latin (Collar & Daniell) completed.

The work of the First Quarter will be offered again in the spring quarter and in the summer quarter. The chief aim in this course is to master the inflections of the language and to secure familiarity with the simpler principles of syntax.

2. Second Year Latin.

- a. Cæsar's War with the Helvetians; Latin Grammar; Composition.
- b. Cæsar's Wars with Ariovistus and with the Belgæ; Grammar; Composition.

c. Third, Fourth and Fifth Books of Cæsar; Grammar; Composition. The work of this course will be begun again in the spring and summer quarters. The objects kept prominently in view are to learn how to get the thought of the Latin by taking the words in the Latin order, correct and forceful translation of Latin into English, to secure through the work in composition extensive knowledge of syntax and oft recurring idioms.

Texts: Cæsar, Kelsey; Grammar, Composition, Gildersleeve Lodge; Barss I.

3. Third Year Latin.

a. Three orations against Catiline; Grammar; Composition.

b. Fourth oration against Catiline, and the oration for Archias; Composition. Ovid; Autobiography, Selections from *Heroides* and *Amores*.

c. Ovid, Selections from the *Metamorphoses*.

Much attention will be given, while reading Cicero, to the Roman Constitution, and, while reading Ovid, to metres and metrical reading.

The First Quarter of this course will be offered again in the summer quarter.

Texts: Cicero, Kelsey; Composition, Gildersleeve Lodge; Ovid, Miller; Grammar, Gildersleeve Lodge.

4. Fourth Year Latin.

a. Sallust's War of Catiline; Composition.

b. Vergil's *Aeneid*, Books I and II.

c. Vergil's *Aeneid*, Books III, IV, and V.

Chief features of this course are comparisons between Sallust and Cicero as to subject matter and style. Purpose of *Aeneid*, its religious import, Mythology, Metre.

The work of the first and third quarters of this course will be repeated in the summer quarter.

Texts: Sallust, Scudder; Composition, Gildersleeve Lodge; Vergil, Knapp; Grammar, Gildersleeve Lodge.

5. Fifth Year Latin.

a. Book I and part of Book XXI of Livy; Composition.

b. Book XXI of Livy finished; Composition; Selections from *Odes* of Horace.

c. Selections from *Odes*, *Satires* and *Epistles*, including the *Ars Poetica*.

Points emphasized are Roman History and Legends. Metres of the *Odes*, committing to memory choice passages from Horace. The work of two divisions of this course, probably a and c, will be repeated in summer quarter.

Texts: Livy, Greenough and Peck; Horace, Greenough and



THE LATIN CLUB.

Smith; Composition, Gildersleeve Lodge; Grammar, Gildersleeve Lodge.

Electives.—For graduate students and other advanced students of Latin, courses in Tacitus (Agricola and Germania), Cicero (De Senectute, De Amicitia), and Seneca (moral Essays) were given during the last year, and will be offered in these or other authors suitable for advanced students from time to time.

THE LIBRARY.

MISS PARRISH, MR. MCFADDEN AND MISS HAVENOR.

The Library is open from 7:30 a. m. to 12 m. and from 1 to 5 p. m. Saturday from 9 a. m. to 12 m. and from 2 to 5 p. m. It was organized according to the Dewey Decimal System five years ago.

Much of the reading is done in the library, there being from 500 to 650 students in daily attendance.

LIBRARY WORK.

MISS PARRISH.

The effective co-operation of schools and libraries is the main purpose of the Library Course in the Normal School.

A systematic course of instruction in reference work and the use of a library is given. The adaptation of this work from the fifth grade through the high school is emphasized. This knowledge of books and of the technical work following is to prepare the prospective teacher to organize and administer a good public school library and make the library a strong support and a valuable extension of the ordinary instruction of the school. The reference work includes a study of indexes, dictionaries, encyclopædias, ready reference and study reference. Preparation of daily lessons in Library work requires at least as much time and labor as would be required for History or Latin or Pedagogics.

COURSE OF STUDY.

ONE YEAR.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
Use of A. L. A. catalog	Gov. documents	Bibliography
Alphabeting	Current periodicals	Cataloging, Dictionary
Book numbers	Subject-headings	Loan systems
Classification, Decimal	Cataloging, Dictionary	Stock-taking
Accession-work	Order work	Indexing
Cataloging, Dictionary	Book-mending	Lib. administration
Shelf-listing	Practice in the library	Current library history
Subject-headings	Reference work	Current periodicals
Library handwriting	Typewriting	Practice in library
Typewriting	Appraisal of American literature	Proof-reading
Reference work	Appraisal of children's literature	Supplies and statistics
Practice in the library		Appraisal of fiction
Appraisal of English literature		



THE ELIZABETH BARRETT BROWNING CLUB.

BOOKS ISSUED DURING 1907-1908.

	000	100	200	300	400	500	600	700	800	900	Total	G.	Total
	Books Issued During Summer Session, 1907.												
Over night.....	1	14	310	741	402	331	32	315	135	2	6570		
Day and hour.....	4	3	59	211	162	52	9	35	2		1392		
Two weeks.....	0	7	13	133	8	54	13	17	435		4		
Renewal.....	0	1	1	43	0	3	1	4	26		118		
	5	25	383	1128	572	440	55	371	2082	3943			9004
	Books Issued During 1st qr., 1907-08.												
Over night.....	37	161	96	676	580	580	71	353	1797	2858	7209		
Day and hour.....	8	22	24	50	42	39	19	10	187	291	692		
Two weeks.....	3	14	46	103	20	67	6	11	258	252	780		
Renewal.....	4	0	1	33	0	2	2	2	20	30	94		
	52	197	167	862	642	688	98	376	2262	3431			8775
	Books Issued During 2nd qr., 1907-08.												
Over night.....	1	63	116	1235	1235	426	48	240	1529	2925	7818		
Day and hour.....	0	5	25	122	236	57	12	61	298	461	1277		
Two weeks.....	1	18	48	189	13	88	23	11	328	320	1039		
Renewal.....	0	3	4	40	0	11	7	1	14	52	132		
	2	89	193	1586	1484	582	90	313	2169	3758			10266
	Books Issued During 3rd qr., 1907-08.												
Over night.....	36	89	86	381	404	298	35	262	1398	2823	5812		
Day and hour.....	2	26	26	52	146	24	7	12	302	335	932		
Two weeks.....	1	28	26	72	25	82	16	39	430	419	1138		
Renewal.....	0	5	2	8	0	1	0	0	24	69	109		
	39	148	140	513	575	405	58	313	2154	3646			7991

The Library supplies the following books for the use of students. The A. L. A. Catalog, 1904; Dewey's Decimal Classification and Index; Dewey's Abridged Decimal Classification; Dewey's Simplified Library School Rules; Cutter's Rules for a Dictionary Catalogue, 4th ed.; Cutter's Three-figure Alphabetic Order Table, 3rd ed.

In the preceding table the column 000 stands for general works, 100 for philosophy, 200 religion, 300 sociology, 400 philology, 500 science, 600 useful arts, 700 fine arts, 800 literature and 900 history.

LECTURES BY THE FACULTY.

The following lectures will be given in the Library, by members of the faculty; these lectures will be open to the entire school.

Outlines of subjects, and lists of books discussed, containing authors, titles, publishers and prices, will be distributed to those attending the lectures.

John R. Kirk, President 1. How far should courses in normal schools seek to acquaint all teachers with the ways of organizing and using school libraries. 2. How to make the library more serviceable to students of school age.

A. P. Settle, Professor of English. 1. Appraisal of English Literature. 2. Appraisal of American Literature.

Susie Barnes, Assistant in English and Supervisor of English in Elementary School. 1. Appraisal of children's literature.

J. T. Vaughn, Professor of American History and Government. 1. Appraisal of United States histories.

E. M. Violette, Professor of European History. 1. Mediæval and Modern History.

H. H. Laughlin, Professor of Agriculture. 1. Nature Study. 2. Agriculture.

J. S. Stokes, Professor of Physics and Physiography. 1. Physical Geography

W. A. Lewis Professor of Chemistry. 1. Scope and purpose of the Science Club and appraisal of reference books.

B. P. Gentry, Professor of Latin. 1. Scope and purpose of the Latin Club with reference books used.

L. S. Daugherty, Professor of Zoology. 1. Zoology.

H. Clay Harvey, Professor of Mathematics. 1. Mathematical Text Books.

J. D. Wilson, Dean of Theory and Practice. 1. Psychology.

A. B. Warner, Professor of Educational Administration. 1. History of Education.

Gertrude Longenecker, Supervisor of Elementary school. 1. Books of Applied Educational Principles.

O. A. Parrish, Librarian. 1. Use of the Library.



MANUAL TRAINING.

MANUAL TRAINING.

MR. TOWNE AND MISS KLINEFELTER.

Aim:—To prepare teachers for manual training work in elementary schools and in high schools.

COURSE OF STUDY.

- a. Clay Pottery and modeling.
- b. Bent iron.
- c. Work in wood in grades 5, 6, 7, and 8; high school course, joinery, carving.
- d. Pattern making.
- e. Free hand drawing.
- f. Raffia work and weaving.
- g. Paper cutting and card board construction.
- h. Manual training design.
- i. Mechanical drawing and Descriptive Geometry.
- j. Practice teaching.

Clay.

Exercises: Tile, bowl, low form of candle stick, high form of candle stick, fern dish, low form of vase and high form of vase. Modeling simple forms from nature.

BENT IRON AND SHEET METAL.

Work is suitable for grades five and six.

Exercises: 1. Tea pot stand; 2. Candle stick; 3. Letter rack; 4. Japanese lantern with bracket and chain; 5. Warren truss bridge; 6. Pratt truss bridge; 7. Howe truss bridge; 8. Free exercise.

Wood.

Work in wood begins in the last half year of the fourth grade or, where only little instruction has been given in card board construction, at the beginning of the fifth grade.

FIFTH GRADE.—1. Name plate; 2. Plant Stick; 3. Ruler; 4. Warp stretcher; 5. Weaving needle; 6. Match scratcher; 7. Pencil sharpener; 8. Paper knife; 9. Kite string winder; 10. Paper file; 11. Blotting pad; 12. Key rack; 13. Tooth brush holder; 14. Bracket shelf; 15 (a). Match box; 15(b). Postal box; 16(a). Octagonal picture frame; 16(b). Photo holder; 17. Letter rack; 18. Bow; 19. Arrow; 20. Tip cat and bat; 21. Easel; 22. Free exercise.

SIXTH GRADE.—1. Sawing exercise; 2. Ring toss; 3. Pen tray; 4. Bread board; 5. Scouring board; 6. Coat hanger; 7. Bracket shelf (original); 8. Tea pot stand (original); 9. Free exercise.

SEVENTH GRADE.—1. Sleeve board; 2. Book stall; 3. Comb case; 4. Axe handle; 5. Medicine cabinet, (original); 6. Taboret; 7. Foot stool; 8. Whisk broom holder (Gothic design).



POTTERY AND BENT IRON WORK.

EIGHTH GRADE.—1(a). Pen tray; 1(b). Pen tray (glued-up); 2. Ink stand; 3. Knife and fork box; 4. Whisk broom holder; 5. Towel roller; 6. Picture frame; 7. A variety of original projects such as, plate rack, taborets, tables, umbrella stand, collar and cuff box, cloth loom, book case, chairs.

ADVANCED WOODWORK—HIGH SCHOOL JOINERY.

Purpose: To acquaint the student with the tools and processes involved in the making of joints.

Exercises: 1. Planing exercise; 2. Sawing; 3. Chiseling; 4. Mortising; 5. Splice; 6. Open double mortise and tenon joint; 7. Dove-tail joint; 8. Double mortise and tenon joint with pin; 9. Keyed mortise and tenon joint; 10. Mortise and tenon with relish; 11. Dove tail box; 12. Lap dove-tail card index drawer; 13. Drawing board; 14. T-square; 15. 45 degrees triangle—30-60 degrees triangle.

PATTERN MAKING.

Enough work in pattern making can be given to acquaint the student with some of the principles underlying pattern makers' work. Some of the exercises: Wrench, pulley, bolt, etc.

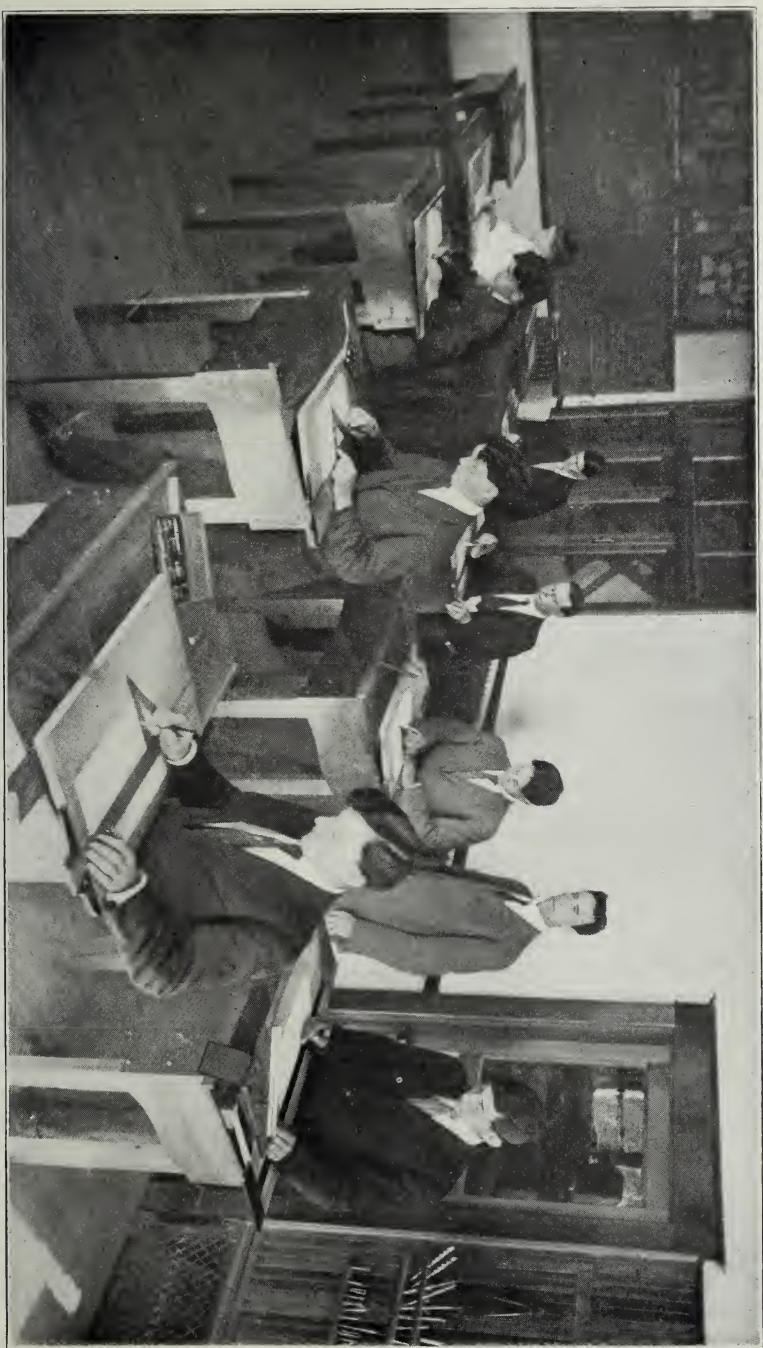
MECHANICAL DRAWING COURSE.

The general aim is to familiarize students with the use of the principal tools used in mechanical drawing; to inculcate ideas of accuracy and neatness; to instill some of the principles of orthographic projection; and to cultivate the "constructive imagination."

Sheets: 1. Horizontal lines; 2. Horizontal and dotted lines; vertical lines; 3. Various kinds of lines at 45 degrees; 4. Concentric circles, full; 5. Conc. circles, dotted; 6. Tangent lines and semi-circles; 7. Tangent lines and arcs less than semi-circles; 8. Tangent circles; 9. Practice with the French curve; 10. Application of curves to the drawing of an ellipse; 11. Prisms and pyramids; 12. Parallel sections; 13. Oblique sections; 14. Development of hexagonal prism; 15. Of square prism and cone; 16. Of truncated hexagonal pyramid; 17. Of truncated cylinder; 18. Of a flaring pan; 19. Of an octagonal shaft fitting over the ridge of a roof; 20. Of a "three piece elbow;" 21. Of a T-joint between two pipes of various diameters; 22. Of a rectangular pipe intersecting a cylinder obliquely; 23. Of an oblique cone; 24. Of a conical flange fitting around a pipe passing through a roof.

PRACTICE TEACHING.

As soon as students have received sufficient training in the class room, they are placed in charge of elementary classes for the purpose of gaining power in teaching the subject. Elementary manual training shops have been equipped for practice teaching in the grades, and high school classes will eventually be secured to furnish practice for more advanced students.



MECHANICAL DRAWING

MATHEMATICS.

MESSRS. HARVEY, ZEIGEL, GINNINGS AND OTTERSON.

1. Arithmetic, Oral and Written.

Courses **a**, **b** and **c** are varying and variable courses adapted to the needs of all classes of young prospective teachers. Course **c** is an attempt to present some of the difficult topics and phases of Arithmetic. It is designed to be of special interest and value to teachers.

d. A course in General Arithmetic covering the entire subject, and presented from the standpoint of both method and subject matter, and of especial interest to those who can attend the summer school only, will be offered the fourth quarter of each year as a substitute for course "c."

In general course "a" will cover the work to p. 149 ;b, from p. 149 to p. 337; c, from p. 337 to the close of the text.

Text: D. E. Smith's Practical Arithmetic.

2. High School Algebra.

a. Preparatory work to page 103.

b. From page 103 to page 212.

c. From page 212 to page 320.

d. From page 320 to the close of the book.

a, **b**, **c**, **d** will be given every quarter of the year.

e. A course in General Algebra covering the entire subject of High School Algebra, and especially suited to those teachers who can attend only through the summer quarter, will be offered the fourth quarter of each year.

Text: Algebra for Secondary Schools, Wells.

3. Plane and Solid Geometry.

a. Plane Geometry, Books I and II.

b. Plane Geometry, Books III, IV, and V.

c. Solid Geometry, Complete.

a will be offered every quarter.

b will be offered in second, third and fourth quarters.

c will be offered in first, third and fourth quarters.

Here, as far as practicable, we will correlate Arithmetic, Algebra and Geometry. Students will be required to make simple pieces of apparatus used in teaching Geometry.

Text: Phillips & Fisher's Plane & Solid Geometry supplemented with Wentworth's.

4. Plane & Spherical Trigonometry.

a. From beginning of book to page 97.

b. The remainder of Plane Trigonometry and all of Spherical Trigonometry including their application to surveying.

a will be given first and third quarters,—probably the fourth.



THE SURVEYING CLASS.

b will be given the second and fourth quarters.

Text: Crockett's Plane and Spherical Trigonometry.

5. College Algebra.

a will include a comprehensive study of the quadratic forms, imaginary quantities, binomial surds, theory of exponents, series, the binominal theorem, logarithms, permutations and combinations.

b will include a discussion of determinants, the general theory of equations, Horner's method and Sturm's Theorem, etc.

a will be given the first, third and fourth quarters.

b will be given the second and fourth quarters.

Texts: Wentworth's Revised College Algebra and "A Treatise on Algebra" by C. Smith.

6. Analytics.

a will include a careful study of the straight line, circle, parabola, and ellipse.

b will include the hyperbola, the harmonic pencil and range, a discussion of the general equation of the second degree with extensive use of the graph, reciprocal polars, and projections.

a will be given the first, third, and fourth quarters.

b will be given the second and fourth quarters.

Text: Conic Sections, C. Smith.

7. Differential and Integral Calculus.

This course includes a combination of Differential and Integral Calculus, as strong a course as may be given of the combined subjects in six months. Given whenever demanded.

NOTE.—Text books named for these courses are to be regarded as guides. The plan of teaching is such as to require a great deal of study and practice on principles and problems supplied by the teachers, our purpose being to so teach each subject as to prepare our students to teach the same and teach it well.

8. Surveying.

This course presupposes a thorough knowledge of Plane Trigonometry.

The course includes different forms of land surveying, laying out of county roads, excavation, cross-section work, differential and profile, leveling, contour work, etc. None will be admitted to the Course who cannot devote to it four hours of each forenoon, and whatever additional time may be required to do the necessary drafting and other indoor work. Opportunity is here given for a full unit's credit. This course is offered only in the summer quarter.

Text: Raymond's Plane Surveying, supplemented by Pence and Ketchum.

MUSIC.

MR. GEBHART, MISS SHARPE, MR. NOONAN, MR. OTTERSON, MISS BUZARD

Three courses are offered in the Department of Music: An "Elementary Course in Sight Reading," a two years' course for teachers in the elementary schools and a four years' course for those who wish to become supervisors of music.

The "Elementary Course" consists of three quarters in elementary, intermediate and advanced sight reading (one quarter in each) and is considered as Preparatory work. It requires no preparation and can not be changed to the class known as "Studies requiring preparation."

The "Elementary Teachers' Course" is made up of two quarters in Harmony, one quarter in Counterpoint, one quarter in History of Music, one quarter in Biography and one in practical application of the above named subjects to public school music, known as a "class in methods." All of these subjects require preparation and are so credited towards graduation.

The third course consists of three quarters in Harmony, two in Counterpoint, two in Form, one each in Instrumentation, Orchestration, History of Music, Musical Biography and Methods. All of these require preparation and are so accredited towards graduation.

INDIVIDUAL LESSONS.

Any student who elects music as his Major subject shall, after completing the "Elementary Course," or its equivalent, be entitled to individual instruction in voice production, on the violin or the piano, without extra charge throughout the entire two or four years' course.

No credit in units is gained towards graduation by these individual lessons which require from one to two hours per day in preparation, yet, no student may enter music as his "Major" on certificate or diploma who cannot properly produce the singing voice, or in case of limited vocal powers exemplify good tone production by the use of the violin.

Every student taking a diploma with music as a "Major" must be able to play accompaniments at sight on the piano in a degree sufficient to assist when necessary in conducting the music in an elementary or high school where a piano is available.

All students electing music as their principal subject are required to sing in the special chorus which meets at least on an average of once a week throughout the entire two or four years' course. Any who will be of greater value in the orchestra than in the chorus will be assigned to that organization.

No student in either of these courses will sing or play in public without permission from the head of the department. Violation of this rule will forfeit the right to individual lessons. In cases where per-

mission is given to advanced students for regular church choir singing such permission is withdrawn at any time the outside work conflicts with school work or services.

SUBJECTS CLASSIFIED AS TO SCHOOL YEARS.

FRESHMAN YEAR.	QUARTERS OFFERED.
Harmony, 1st Quarter	Fall and Spring
Harmony, 2nd Quarter	Fall and Winter
Harmony, 3rd Quarter	Winter and Spring

SOPHOMORE YEAR.

Counterpoint, 1st Quarter	Fall and Spring
Counterpoint, 2nd Quarter	Winter
Form, 1st Quarter	Spring

JUNIOR YEAR.

Form, 2nd Quarter	Not Until Necessary
Instrumentation	Fall
Orchestration	Winter

SENIOR YEAR.

History of Music	Fall and Spring
Biography	Winter
Methods	Spring

SPECIAL CLASSES TO MEET NEEDS OF SUMMER STUDENTS.

It is best to take these in order given, but the following variations may be made: 1st. Qr. Counterpoint may follow 1st. Qr. Harmony. History, Biography, or Methods may be taken in any quarter of the year when offered on program. Instrumentation may follow 2nd Qr. Counterpoint.

A SUGGESTED COURSE FOR MUSIC STUDENTS.

Psychology, Pedagogy, Practice Teaching	3 1-3 units
English	3 "
Mathematics	2 "
Science (Physics)	1 "
History	1 "
German	2 "
Latin	2 "
Music	4 "

This would still leave room for four units to be selected at will.

OUTLINE OF STUDIES.

Harmony 1st qr. Analytical study of Major, Minor and Chromatic Scales and Intervals. Key relationship, Signatures, etc. The Tone Chain and its development into melody. The Design, Formation of Passages, Formation of Phrases—of Periods. Triads and their inversions.

2nd qr. Chords of the Seventh and Ninth—Diminished seventh—Augmented sixth.

3rd qr. Altered chords—Foreign chords—Modulation. Variety of Structure—unessential notes—Miscellaneous—the Tritone—Harmonizing melodies.

Counterpoint 1st qr. Strict Counterpoint—1st. 2nd, 3rd., 4th., and 5th. Species in two and three parts. Modern Counterpoint—1st Species in two parts.

2nd qr. Strict Counterpoint—First five Species in four parts. Modern Counterpoint—Three and four parts. Imitation, Double Counterpoint and Fugue.

Form 1st qr. The Elements of Musical Form up to and including Lower Rondo-Forms,—Vocal Song.

2nd qr. The Sonata Form. "a" The Sonatina. "b"—The Sonata—The Higher Rondo-Forms—The Strophe.

Instrumentation—Stringed Instruments—Wood-winds and Reeds. Brass and Percussions.

Orchestration—Arrangements for Strings—Wood-winds and Reeds and Strings—Full Orchestra.

History of Music—Music of the Ancients to the music of the Present.

Biography—From Palestrina to the composers of the Present.

Methods—Practical application of general musical knowledge to use from Primary Grades through the High School.

PREPARATORY DRILL COURSE.

OUTLINES OF STUDY.

Elemental Sight Reading Class 1st qr. The Major Scale. All diatonic intervals. Simple rhythms and meters in common use. Chromatics—"sharp four," "flat seven." Songs for one and two voices.

Intermediate Sight Reading Class 2nd qr. Major and Minor Scales. Chromatic intervals. Rhythm—Evenly and unevenly divided beat and combinations of easy figures. Meter, all 2, 3, 4, 5, and 6 part.

Songs for one and two voices.

Intermediate Sight Reading Class 3rd qr. Major, Minor and Chromatic Scales. Rhythm. More complex combinations. Meter, all used in modern music.

Songs. One, two and three voices.

INDIVIDUAL WORK IN CLASS.

Students will not be passed to a higher class until they have gained the power to do individually any or all of the work coming under the outline of the particular class of which they are members.

NORMAL "DRILL COURSE."

In lieu of Preparatory Drill Course for those who have completed the Preparatory Drill Course or its equivalent.

CHORUS.

To Study the Standard Works.

For all who can meet the **Vocal** requirements.

Voices to be tried by the Head of the Department or some one appointed by him.

Ability to read at sight **not** necessary.

Credit: One unit for equivalent of three quarters' work, (100 wks.)

Rehearsals at least once per week.

ORCHESTRA.

To Study the Standard Works for Orchestra.

For all who play orchestral instruments and **can read music** for their instrument at sight.

Credit: One unit for equivalent of three quarters' work, (100 wks.)

Rehearsals at least once per week.

TEXT BOOKS REQUIRED.

Harmony—Shepard's Harmony Simplified. Pub. by G. Schirmer, New York.

Counterpoint—Strict and Free. H. A. Clarke. Pub. by Theo. Presser, Philadelphia, Pa.

Form—Musical Form. Cornell, Pub. by G. Schirmer, New York.

Instrumentation and Orchestration—Primer of Instrumentation. E. Prout, Pub. by Theo. Presser, Philadelphia, Pa.

History—History of Music. Fillmore. Pub. by Theo. Presser, Philadelphia, Pa.

Biography—First Studies in Musical Biography. Tapper, Pub. by Theo. Presser, Philadelphia, Pa.

Methods—Children's Voices. Emile Christina Curtis. Pub. J. Church Co., Cincinnati, Ohio.

Rudiments of Music. Cummings. Pub. by Theo. Presser, Philadelphia Pa.

Natural Music Charts (Reduced). Ripley and Tapper. American Book Co.

1st Qr. El. Sight Reading Class.

Music Note Tablet. Vaccai—Ditson.

2nd Qr. Int. Sight Reading Class. Harmonic 1st Reader. Chart Manual (Nat. Music Course). Music Note Tablet. Ripley and Tapper. American Book Co.

3rd Qr. Adv. Sight Reading Class. Harmonic 2nd Reader. Chart

Manual (Nat. Music Course). Music Note Tablet. Ripley and Tapper American Book Co.

SUPPLEMENTARY TEXTS.

"Famous Composers." Pauer's "Form.", W. S. B. Matthews. "How to understand Music," Baltzell's History, Elson's "Realm of Music."

PHYSICAL EDUCATION FOR MEN

MR. BELL.

Two courses are offered, as follows:

I. General Athletics.

This course is open to all students and may be entered at the beginning of any quarter. It comprises massed-class exercises and individual exercises, with and without apparatus.

1. In the gymnasium.—(a) Without apparatus: Setting-up exercises, steps, turnings, marchings, running, jumping, mat exercises. (b) With apparatus: Dumb bells, wands, Indian clubs, chest weights, neck machine, horizontal bar, parallel bars, rings, climbing rope, ladder, vaulting horse, punching bag. (c) Games: Basket ball, hand ball, boxing, wrestling, fencing.

2. Out-of-doors.—Foot ball, base ball, basket ball, tennis, running, jumping, hurdling, pole vaulting, weight throwing.

II. Physical Training for Teachers (Three quarters).

This course is designed especially for those who wish to become acquainted with the principles and methods of physical culture, with a view to its use in their work as teachers. An elementary knowledge of physiology and hygiene is required for entrance.

The course is given as follows:

1. A study of modern systems of physical training.—Military Gymnastics, German Gymnastics, Swedish Gymnastics, methods of the Y. M. C. A.

2. Theory and practice (during this part of the course students are required to conduct classes in the gymnasium). (a) Classification of exercises for pupils of primary, grammar, and high school grades. (b) Teaching in gymnasium: Individual exercises, massed-class exercises, use and care of gymnasium apparatus. (c) Field and track athletics: Organization, equipment, and management of athletic teams; conduct of games, athletic rules and regulations, laying out of athletic field, construction of running track, field apparatus.

3. Hygiene and sanitation.—(a) Personal and public hygiene: Bathing and bath rooms, drainage, simple laws of health. (b) Care of public rooms: Cleaning, heating, lighting, ventilation.



RELAY CHAMPIONS.

K.S.N.S.

INTERCOLASTIC

TRACK MEET.

KIRKSVILLE, MO.

MAY 1903

CHAMPIONSHIP.

K.S.N.S.

INTERCOLASTIC

TRACK MEET.

KIRKSVILLE, MO.

MAY 1903.

PHYSICAL EDUCATION FOR WOMEN.

MISS LINTON.

The department of Physical Education is for both mental culture and physical culture. The object is to improve the nervous system as well as to strengthen and build up the grace and health of the body. It is to teach control and poise of body. It is to contribute as much as possible to general, physical and mental health. Sometimes sedentary school habits check normal growth and produce unsymmetrical development. It is the aim of Physical Education to counter-act such tendencies, to continually improve health and never permit it in any way to deteriorate. Special exercises from the Swedish, German, English, Jiu Jitsu, and Delsarte Methods are used. Physical examination and measurements of pupils are made. Where the regular work is not advisable, individual corrective exercises are given. Students receive instruction in the physiology and hygiene of exercise, shampooing, manicuring, etc.

Students are required to wear the gymnasium suits adopted by the school. These are easily secured at small expense.

PHYSICAL GEOGRAPHY.

MR. STOKES.

Five one-hundred minute periods per week, for one year are assigned to physical geography for classroom and laboratory work. Longer periods are allowed for field work. More extended trips are taken three or four times a year on Saturday.

The work of the course consists of recitations, discussions, laboratory, library, and field work. The subject is richly illustrated throughout the course with modeled relief maps, color relief maps, topographic atlas sheets, geological folios, river charts, meteorological and physical apparatus, lantern slides, pictures, globes, stereoscopic views, tellurian, telescope, etc.

A reference library of carefully selected books on the various subjects of the course is at hand. The department is also fortunate in having in the main library a wealth of geographical information in many hundred volumes and pamphlets of the publications of the geological survey, the bureau of agriculture, the weather bureau and House and Senate documents. Many of these are profusely illustrated and are proving of great service to the department.

A brief outline of the course by quarters is as follows:

FIRST QUARTER.

Physiographic Features and Processes.

Structure and movements of the earth's crust; rivers and river valleys, plains, plateaus and deserts; mountains, volcanoes, earth-

quakes, and geysers; glaciers and the glacial period; lakes and swamps; the ocean; shore lines, etc.

Chapters 3 to 11 Tarr's New Physical Geography.

Gilbert and Brigham's Laboratory Manual; Reference library.

Laboratory and field work.

SECOND QUARTER.

(a) **Astronomical Geography.** Jackson's Astronomical Geography; Chapters 1 and 2, and appendixes A and B of Tarr's New Physical Geography; Selected Chapters of Todd's New Astronomy.

(b) **Meteorology.** Composition and properties of the atmosphere, heat and solar radiation, thermometry, air pressure, barometer, isobars, isobaric surfaces, barometric gradient. Winds: classification, direction, velocity. Moisture, vapor, adiabatic cooling, clouds, humidity, precipitation, condensation. General circulation of the atmosphere. Secondary circulation. Cyclones, anti-cyclones, tornadoes, thunderstorms, spouts. Weather conditions weather predictions, climate conditions, climate of the United States.

Chapters 12, 13, 14, and appendixes G and H. of Tarr's New Physical Geography. Waldo's Meteorology; Reference Library.

THIRD QUARTER.

Physiography of the United States.

Drainage Slopes; The Atlantic Plains; The Piedmont Plateaus; The Appalachian Ranges; The Alleghany Plateaus; New England Plateaus; Lake Plateaus; Prairie Plains; The Gulf Plains; The Ozark Mountains; The Stony Mountains; The Pacific Mountains; The Basin Ranges; The Colorado Plateaus; The Columbia Plateaus.

Intensive Study of Type Regions.

1. Southern New England Upland. 2. The Northern Appalachians. 3. The Southern Appalachians. 4. The Arid West. 5. Mt. Shasta, a typical volcano. 6. Niagara Falls and their history. 7. Beaches and Tidal Marshes of the Atlantic Coast.

Chapters 15 and 16 of Tarr's New Physical Geography. National Geographic Monographs; Reference Library.

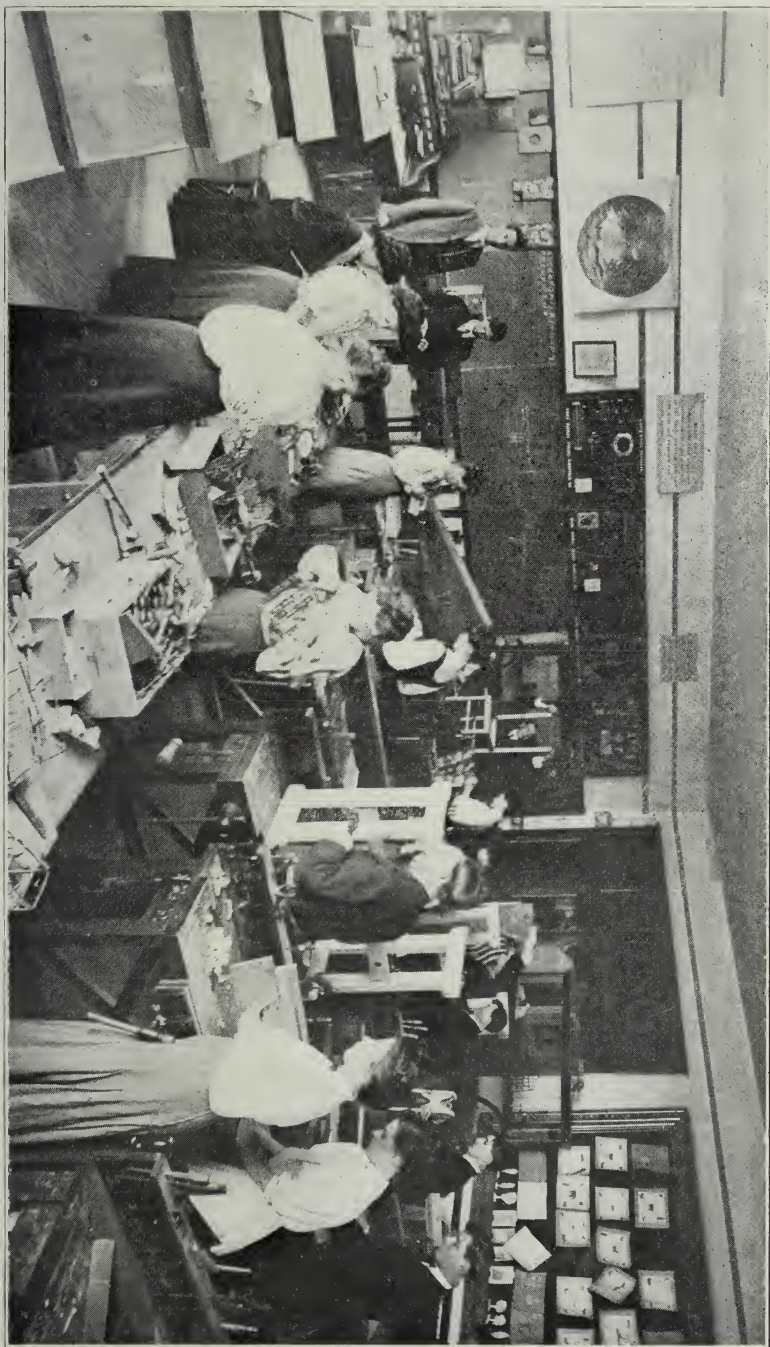
PHYSICS.

MR. STOKES.

Two courses are offered in Physics, a beginning and an advanced course.

The beginning course is comprehensive and rigorous and may be taken with profit by a student having completed an ordinary High School course.

This course is open to Juniors and Seniors in this institution and others of like attainments in English and Mathematics. Five one-



MANUAL TRAINING.

hundred minute periods per week are spent in classroom and laboratory. Discussions of the principles of the subject by students and instructor are followed, or preceded, as deemed best, by carefully planned experiments in the laboratory, pertinent to the discussions. These are followed by further conferences, discussions, tests and the solution of practical problems. The order of subjects is that of Milliken and Gale's First Course in Physics, this text being in hands of students. Numerous other texts, manuals and reference books are available. Students are given written or oral instructions for laboratory work or are referred to a manual.

The outline of the course by quarters is as follows:

FIRST QUARTER. Mechanics of Solids and Fluids; Heat.

(a) Subject Matter pp. 15-158 of Text.

(b) Laboratory Work. 1. Metric Measurements. 2. Use of balance. 3. Determination of volumes. 4. Weight of unit volume. 5. Falling bodies. 6. Three forces in a plane. 7. Inclined plane. 8. The lever. 9. Center of mass. 10. Effect of weight of lever. 11. Lifting effect of water. 12. Density of solids. 13. Density of liquids. 14. Boyle's law. 15. Testing a thermometer. 16. Linear expansion. 17. Specific heat.

SECOND QUARTER. Heat, Electricity and Magnetism.

(a) Subject Matter. pp. 158-300 of Text.

(b) Laboratory Work.

18. Heat of fusion of ice. 19. Heat of vaporization. 20. Boiling point and pressure. 21. Phenomena of electrostatics. 22. Magnetism and law of magnets. 23. Magnetic effect of current and galvanometer. 24. Helix and electro-magnet. 25. Electric telegraph and electric bell. 26. Current bearing coil in magnetic field (D'Arsonval, Motor). 27. Induced currents. 28. The dynamo. 29. The induction coil and transformer. 30. The telephone. 31. Resistance by substitution. 32. Fall of potential along a wire. 33. The wheatstone bridge. 34. The voltaic cell. 35. Two fluid cell. 36. Electrolysis and electroplating.

THIRD QUARTER. Wave Motion, Sound and Light.

(a) Subject Matter. pp. 300, to end of text.

(b) Laboratory Work.

37. Study of waves. 38. Simple harmonic motion. 39. The pendulum. 40. Rate of vibration of tuning fork. 41. Wave length by resonance. 42. Velocity by Kundt's method. 43. Vibrating plates and membranes. 44. Vibrating column of air. 45. Reflection of light. 46. Refraction of light. 47. Index of refraction. 48. Focus of convex lens. 49. Secondary focus and conjugate foci. 50. The spectrum and the spectroscope.

COURSE 2, GENERAL THEORY OF PHYSICS.

The grade of work in this course is that of the course in general physics in colleges and technical schools. It is assumed that the student has had a course in preparatory laboratory physics. The subject matter of the course is substantially that of Ames's "General Physics," and the laboratory work is based upon D. C. Miller's "Laboratory Manual." Other manuals such as "Ames and Bliss" and "Nichols" are also used. The course consists of recitations, lectures, discussions, demonstrations, laboratory and library work.

READING AND VOICE CULTURE.

MISS LINTON.

"For of the soul the body form doth take,
For soul is form, and doth the body make."

—Edmund Spencer.

Reading is the interpretation of the subtilty, the tenderness, strength and quality of a selection of literature whether prose or poetry. The study of Reading is in itself an education in the foundation of Art, for all Art is based upon one great principle, that of interpretation. We give attention to the mechanical training of the voice but interpretation must come first. Interpretation is true when it is the result of right understanding and clear thinking. To read well one learns to read between the lines. Herein lies the difference between the reader and the mere reciter. The aim is to produce a cultured personality having inherent rather than imitative expressional power. We aim also to develop and improve the speaking voice, to make bad voices good and good voices better. In consequence of the demands of the day, the study of parliamentary usage and experience in extemporaneous speaking become imperative. Hence the course of instruction here presented in outline.

FIRST QUARTER. Voice Culture; Analytical and Sight Reading; Laws governing motion in the human body; Interpretative analysis of poems from Longfellow, Poe and Riley; Prepared and extemporaneous debates; Bible Analysis; Current Topics.

SECOND QUARTER. Analysis of Scenes from the Historical and other dramas of Shakespeare; Bible and hymn analysis; Platform deportment; Discussions; Debates; Politics; Economics; Sociology.

THIRD QUARTER. Class Legislation; Methods; Debates, 3; Prepared Interpretations; History of the Italian, Roman, Grecian, German and French Dramas; Analysis of leading dramas from the Italian, German and French.

Discussions: Current Events.

ZOOLOGY.

MR. DAUGHERTY.

1. General Zoology. Open to Sophomores. This is a composite course consisting of field, laboratory, library, and text-book work, together with lectures on a series of animal types. These types are studied with a view to bringing out the general principles of the animal world. The department has a new stereopticon lantern and many slides for the illustration of the lectures given. Many of these slides show views and objects of scientific interest which Mr. Daugherty saw in his travels in 1907, covering several thousand miles in Europe, and including visits to numerous scientific Museums, Zoological gardens, Normal Schools, Colleges, and Universities.

The morphological, physiological, psychological, ecological, and economic phases are considered, thus giving a good foundation for the teaching of Nature Study in the public schools.

The course aims to cover more than twice the amount of work given in ordinary high schools, thus preparing students to teach Zoology in the high school.

2. General Zoology of College Grade is open to students of Junior and Senior rank who desire a more extended course than Course 1.

3. Comparative Anatomy of Vertebrates is offered to advanced students desiring to specialize in this study.

4. Physiology is offered each Quarter.

SOPHOMORES OF 1908.

The following six pages are devoted to the members of the Sophomore class of 1908.



Mabel Poore



Geo. William Cooper



Carrie Hoey



Bertha Mason



Leslie Magnuson



Addie Holman



Elsie Fisk



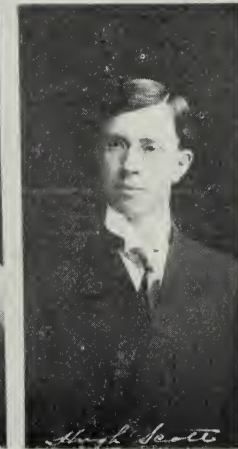
Emma Griest



Rose Swanson



Leta Smith



Hugh Scott



Fern Hamilton



J. L. Neumann



Mack Misch



John E. Baltzell



Caroline Larson



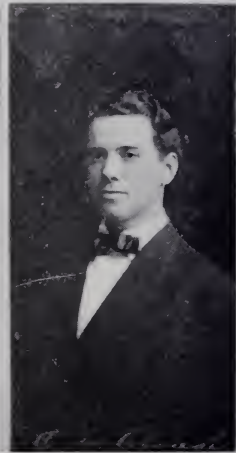
Gladys Milley



Eliza J. Henderson



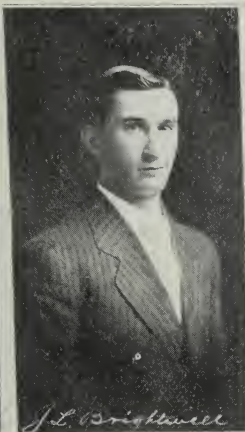
C. W. Hawks



C. W. Hawks



Fred L. Sloop



J. L. Brightwell



Mildred Mitchell



Martha Allen



Eleanor McLeod



Fred E. Brown



Lydia Cook



R. L. Sewell



Nellie H. Hall



J. E. Rouse



Martha D. Paden



Addie Petree



Anna E. Pearson



C. H. Smith



Stella Fairbrother



Lora Cassile



C. A. Finckhous



Helen G. Smith



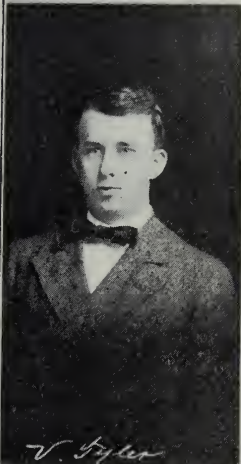
Blanche Sewell



J. E. Pierce



Nattie M. Blair



V. Tyler



Fern Davis



Lucile Higdon



Margaret Bignall



S. L. Bailey



Olivia Laird

* THEORY AND PRACTICE OF EDUCATION.

MR. WILSON, MR. WARNER, MISS LONGENECKER, MISS PEPPER,
MISS KLINEFELLER, MISS BARNES, MISS DOOLITTLE.

The closer organization of the Pedagogies, the Practice Department and the Kindergarten into a single department of Theory and Practice of Education looks toward the attainment of two results, viz., that the teachers in these several branches may be in the closest, most sympathetic and mutually helpful relationship to one another; and that the work of the student-teachers may be in the highest degree fruitful for themselves and for the children under their instruction.

It is believed that sound theory can lose nothing of its soundness by being brought daily to face itself in the practice growing out of it, and that on the other hand practice is in least danger of losing itself in device and expedient when it is kept closest to sound and seasoned theory, and that above all, whoever would do work that is wholesome and vital in whatever department of school endeavor must keep close to the actual living child.

Instruction in the science and art of teaching and school administration will embrace the following courses:

* The student will avoid embarrassment and promote his own best interests by taking these courses as they are scheduled—not allowing them to multiply and accumulate.

1. Elementary Psychology.
2. Methods in the "Common Branches," or Concrete Pedagogy.
3. Philosophy of Teaching and Management.
4. General Pedagogy.
5. History of Education.
6. Administration and School Problems.
7. The High School, its Pedagogy and its Problems.
8. Advanced Psychology.
9. Educational Classics.
10. Foreign School Systems.
11. Kindergarten Theory.
12. Seminar in Education.

Course 1, by Mr. Wilson, will occupy one quarter and will be given each quarter.

The work will be a study of the simpler laws of mental activity, and is designed to prepare students for a more appreciative study of General Pedagogies. Text: Thorndike's Elements.

Courses 2 and 3 are in reality one course extending over two quarters and for five days in the week. The Concrete-Method phase of this course will be given by Miss Longenecker one-half of the five days

in the week, while the Philosophical phases of the course will be given by Mr. Wilson at the same hour in the day but on the days not occupied by Miss Longenecker.

All sophomores who teach in the practice school must take this course simultaneously with their actual teaching.

Course 4, by Mr. Warner, will occupy the time of one quarter, and is open to those who have had Courses 1, 2 and 3.

Text: McMurry's Method of the Recitation, McMurry's General Method, and the Report of the Committee of Fifteen, Hanus's Educational Values.

Course 5, by Mr. Warner, will extend through the first and second quarters continuously and again through the third and fourth quarters as demanded.

The work of this Course will embrace the systematic study of the Course of Educational Theory and Practice from the earliest times among Oriental Nations down to Modern Education as exemplified in America, England and Continental Europe.

Texts: Kemp; Collateral Texts (supplied from the Library), Laurie's "Prechristian Education," Laurie's "Rise and Constitution of Universities," Hailman's Lectures, Wests's Alcuin, Quick's "Educational Reformers," Pestalozzi's Leonard and Gertrude.

Course 6, by Mr. Warner is for one quarter, and will be offered the third quarter, following immediately after the History of Education, being designed for those students who have completed the course in the History of Education. Texts: Chancellor's OUR SCHOOLS, Report of Committee of Fifteen, and Gilbert's THE SCHOOL AND ITS LIFE.

Course 7, by Mr. Wilson, is a one-quarter course, available during the first, second, third or fourth quarter, and is designed for any senior and graduate students especially interested in the High School and its problems.

Course 8, by Mr. Wilson, is for one quarter or for two quarters, and is open to advanced and graduate students. Baldwin's MENTAL DEVELOPMENT is made the basis of study, with Judd's GENETIC PSYCHOLOGY and Collins's EPITOME of the SYNTHETIC PHILOSOPHY as collateral texts.

Course 9, by Mr. Warner, is for one quarter, taught by subjects through library reference.

It is designed for graduate students and may be open to seniors who have not full work. It will be available during any one or two of the quarters of the year after the first quarter.

The work of this course will consist of the reading and consideration of such educational classics as "The School of Infancy" of Comenius, Ascham's "School Master," Rousseau's "Emile," "Tom Brown's

School Days," Spencer's "Education," and Pestalozzi's "How Gertrude Teaches her Children."

Course 10, by Mr. Wilson, will occupy one quarter in a consideration of the School Systems of Germany, France and England.

Course 11, by Miss Longenecker and Miss Pepper, is designed to offer opportunities to those students taking practice work in the kindergarten and primary grades to study educational principles having special bearing on elementary education, and the application of such principles to the kindergarten and primary grades through plays and games, handwork, "gifts," "occupations" and stories.

Miss Longenecker will present Froebel's "Mother Plays" showing their relation to modern pedagogy using as a text Froebel's "Mother Plays" edited by Miss Blow, supplemented by "Letters to a Mother" by Miss Blow and "Two Children of the Foot Hills" by Miss Harrison.

Miss Pepper will present Froebel's "Education of Men;" Froebel's "Gifts and Occupations" using Froebel's "Pedagogics of the Kindergarten" and Froebel's "Education by Development;" plays and games of the kindergarten; stories appropriate for the kindergarten, their selection and value; and programs of daily, weekly and monthly work.

Course 12, an open Parliament in Educational discussion and investigation. Under the general oversight of the department but open to all students and teachers. No fixed credits but credentials may be presented for the Club or Parliament for credit at the discretion of the department.

Work by meetings out of school hours.

THE ELEMENTARY SCHOOL.

Miss Longenecker—Supervisor.....	Arithmetic
Miss Barnes.....	English
Miss Doolittle.....	History and Geography
Miss Klinefelter.....	Primary Reading, Arithmetic and Hand Work
Miss Pepper.....	Kindergarten, Primary History

Special Assistants.

Mr. Wilson.....	Latin
Mr. Warner.....	Arithmetic
Mr. Towne.....	Manual Training
Mr. Gebhart.....	Music
Miss Reid.....	Drawing
Mr. Laughlin.....	Nature Study
Miss Parrish.....	Library Work
Miss Linton.....	Physical Education for Girls
Mr. Bell.....	Physical Education for Boys.
Miss Barnes.....	English

BOOKS OF REFERENCE FOR TEACHERS.

The teaching of English, Chubb—Macmillan.

The teaching of English, Carpenter, Baker, Scott—Longmans.

How to teach Reading, Clark—Scott, Foresman & Co.

Reading: How to Teach it, Arnold—Silver, Burdett & Co.

How to teach reading, Hall—Heath.

Psychology and Pedagogy of Reading, Huey—Macmillan.

Lectures on Language, Laurie—Macmillan.

Teaching the Language-Arts, Hinsdale—Appleton.

Report of Committee of Fifteen, pp. 44-51.

School and Society, pp. 61-65, Dewey—Univ. Chicago.

Spelling in the Elementary School, Cornman—Univ. Pa.

School Hygiene, (chap. on Writing), Shaw—Macmillan.

Index to Short Stories, Salisbury—Row. Peterson.

How to tell stories, Bryant—Houghton.

Telling Bible Stories, Houghton—Scribner.

Elementary School Curriculum—Horace Mann School.

Reading.—Throughout all the grades the chief emphasis is put upon the interpretation of thought from the printed page and all the mechanics of reading are subordinated to this. In oral reading the pupil interprets the page to others. Correction of faults in vocal expression is made through the discussion of the ideas to be expressed. Selection of reading material is made on the basis of its own worth, its interest for the teacher and its appeal to the children.

Language.—All school exercises must contribute to the establishment of correct habits of oral and written composition, since experiment has proved that the period given to language and literature is inadequate to establish such habits. The child's English is largely imitative. He acquires it, outside of the school-house, through reading and conversations which he overhears or participates in. Therefore we attempt to continue in the class room the same method of acquirement. Vague and rambling English indicates vague and rambling thought. Incorrect forms are overcome by the continual emphasis of correct forms. Every recitation should demand clearness of expression, use in the working vocabulary of newly acquired words, correct grammatical usage and later the rules governing correct forms are inductively developed and are dealt with as occasion arises. Oral and written composition is based upon other studies and upon stories, myths, fables, poems, proverbs, special holidays, tales of the child's imagination and experience, and other subjects which may be of interest on occasion.

Grammar.—We are in sympathy with the movement to postpone the teaching of grammar until late in the School Course. The art of

correct grammatical usage is emphasized throughout the language course, but the analytical processes fundamental to the science of grammar manifest themselves with adolescence and to call for their use sooner is wasteful and tends to prejudice children against the subject.

Spelling.—“The amount of time devoted to the specific spelling drill bears no discoverable relation to the result, the latter remaining practically constant after the elimination of the spelling drill from the school programs. It is therefore advisable, in view of the economy of time, to rely upon the incidental teaching of spelling to produce a sufficiently high average result.” Spelling in the Elementary School, Cornman—Univ. Pa.

Despite this modern trend with regard to spelling we are reluctant to completely eliminate spelling drill at this time and we believe that a somewhat valid motive for word study and imitation of correct forms may be secured through the child's consciousness of his inability to write acceptable English.

Words met with in the daily lessons in all studies are used as the basis of oral and written spelling lessons. Spelling bears this close relation to other studies in the primary grades, especially. Although no ready-made speller can take the place of the teachers' use of every day experience, in grades above the primary a spelling book may supplement the teacher's list and emphasize the common words of perplexing spelling. No unfamiliar words are introduced through the spelling book. Syllabication of words both in oral and written spelling is used frequently.

Writing.—Even to first grade children writing should be a means of expressing ideas. The teacher writes brief sentences and words upon the board in large script and the children observe both the movements and forms. After the teacher's erasure of her work, the children attempt to make similar movements and forms. Drill on technique is used as the difficulty in writing the word or sentence creates in the children the consciousness of need for drill. The whole arm movements are large and free and the consequent large, crude writing is accepted in the first three grades. Thereafter the children are held to equal ease and freedom of movement but smaller and more accurate forms are required. We strive to minimize finger-cramp and nervous strain through the use of such large materials as should require free, natural arm and hand movements. Children may adopt for themselves such modifications as are natural to different individuals.

The following books are useful to the teacher in selecting material for language work in the Kindergarten and primary grades.

Books of Poems: Posy Ring, Wiggin—McClure. Golden Num-

bers, Wiggin—McClure. Poems Every Child Should Know, Burt—Doubleday. Child's Garden of Verse, Stevenson—Rand McNally & Co. Little Folk Lyrics, Sherman—Houghton. Hiawatha, Longfellow—Riv. Ed.

Books of Stories: The Story Hour, Wiggin—Houghton. In Story-Land, Harrison—Sigma Pub. Co. Parables from Nature, Gatty—Pott. Stories from Hans Anderson—Riv. Ed. Fables, Selected by Scudder—Riverside Ed. Just-So-Stories, Kipling—Doubleday, Page & Co. Stories from the Jungle Book, Kipling—Century Co. Christmas in Other Lands, a series—Estes. Norse Stories, Mabie—Dodd. Nature Myths, Cooke—Flanagan. 'Round the Year, Holbrook—American Bk. Co. Myths of Greece and Rome, Guerber Am. Bk. Co. Among the Meadow People, Pierson—Dutton. Among the Pond People, Pierson—Dutton. Among the Farm People, Pierson—Dutton. Among the Night People, Pierson—Dutton. Among the Forest People, Pierson, Dutton. Mother Stories, Lindsay—Milton Bradley. More Mother Stories, Lindsay—Bradley. Child Stories from the Masters, Menefee—Rand McNally. For the Children's Hour, Bailey and Lewis—Milton Bradley. Stories to Tell to Children, Bryant—Houghton.

LANGUAGE IN THE KINDERGARTEN.

The children take walks, observe things and people, listen to stories and verses concerning these things and then imitate and reproduce them in plays, manual activities, and speech. Stories and poems are selected not only for their interest for the children but also for their literary merit since they assist in establishing standards of good English. The children are led to express their ideas and when this expression takes the form of speech they are encouraged to use clear, definite and correct English.

FIRST GRADE IN ENGLISH.

Reading.—The teacher writes upon the board or prints upon card board simple sentences, given by children and teacher, based upon stories, nature, pictures and other home and school activities and interests. These sentences are interpreted by the children both through action and speech. The children's play instinct should be utilized as a motive in approaching reading. Words are discriminate because of their frequent recurrence in sentences. The children pick out such words and the teacher lists them as factors mastered and useable in new contexts. New words are also taught through their association with activities and objects and by representing them in sentences composed otherwise of familiar words. Analysis of words into sound elements is introduced when the children begin to confuse words having similar beginnings and endings.

The books used, as the following list suggests, appeal to the children through folk-lore, literature, art, motor activities and environmental interests.

Books read by the children during the year:

Folk-Lore Primer, Folk-Lore Reader, book I, Grover—Atkinson Mentzer and Grover. Sunbonnet Babies Primer, Overall Boys, Grover—Rand, McNally & Co. Art-Literature Primer, Art-Literature Reader, Book I, Grover—Atkinson, Mentzer and Grover. Hiawatha Primer, Holbrook—Rand. Aesop's Fables, Reiter—Worlds Events Pub. Co. First Year Language Reader, Baker & Carpenter—Macmillan. Aldine Reader, book one, Spaulding and Bryce—Newson. Thought Reader, book one, Summers—Ginn.

Language and Literature.—Oral language, dramatization and written language, when used, are modes of expression and are based upon stories, myths, fables, imaginative tales told and retold by teacher and children; upon poems and proverbs read by the teacher and sometimes learned by the children; upon the children's experiences as revealed in conversations about pets and toys, upon observations of nature, upon special days and seasons and pictures.

The arbitrary signs and forms to be emphasized are:

Capitals at the beginning of sentences and names of persons; and the pronoun I; period and question mark at the close of sentences.

Writing.—The children learn to write in order to express thought, using, at the first attempt, simple brief sentences associated with activities and interests presented through reading and language work. Drill on words, syllables, letters in groups and arm movements is given when the children feel that their lack of technical skill interferes with expression. The children do not copy but are held to imagining the entire unit to be written. The large materials used and large letter forms required demand freedom of movement. For this reason about half of the year is given to blackboard writing and the remainder of the year to the use of marking crayons on large sheets of paper fastened to the blackboard and later laid upon the desks.

SECOND GRADE ENGLISH.

Reading.—The children are held to the grasping of the entire thought unit and the natural expression of it. As aids to these ends they are led to impersonate characters, to dramatize stories and to reproduce orally from memory. During the brief study periods preceding the reading of sentence or paragraph, the children learn new words through their own interpretation of phonetic elements, through the teacher's diacritical marking, through the teacher's pronouncing of the words, and through association with known words in the sentence.

Books read by the children during the year:

Second Year Language Reader, Baker and Carpenter—Macmillan. Art-Literature Reader, book 2, Grover—Atkinson. Folk-Lore Reader, book 2, Grover—Atkinson. Folk-Lore Stories and Proverbs, Wiltse—Ginn. Child's Garden of Verse, Stevenson—Rand, McNally. Bow-wow and Mew-Mew, Craik—Maynard, Merrill. Pied Piper and other stories, Banta—Flanagan. Robinson Crusoe—Ed. Pub. Co. Child Life Reader, book 2, Blaisdell—Macmillan. Heart of Oak Reader, book 2, Norton—Heath. Fables and Folk Stories, part 1, Scudder—Riv. Ed. Jack and the Beanstalk, and Nursery Tales—World's Events Pub. Co. In Mythland, Beckwith—Ed. Pub. Co. Hiawatha (selections)—Riv. Ed.

Language.—Oral composition and dramatization of stories are still the chief modes of expression. Written composition is an occasional means of recording stories reproduced from memory, imagined or dictated.

Added to the arbitrary signs and forms emphasized in first grade are:

Capitals at the beginning of names of places, of the days of the week, and of months; the period after an abbreviation; and the apostrophe in the possessive.

Writing.—In the second grade writing repeats the work of the first grade adding to the mechanical units groups of sentences, proverbs and memory gems; and adding to the materials the soft graphite pencils for use on the unruled paper.

THIRD GRADE ENGLISH.

Reading.—The emphasis here as always is on interpretation of thought. The children learn new words in the same ways as in the second grade.

Books read by the children during the year:

Letters from a Cat, Jackson—Little Brown. Art-Literature Reader, book 3, Grover—Atkinson. Third year Language Reader, Baker and Carpenter—Macmillan. Fifty Famous Stories, Baldwin—Am. B. Co. Child's Garden of Verse, Stevenson—Rand, McNally. Adventures of a Brownie, Mulock-Houghton. Book of Legends, Scudder—Riv. Ed. Book of Nature Myths, Holbrook—Houghton. Story of Ulysses, Cook—Pub. Sch. Pub. Co. Alice in Wonderland, Carroll—Ed. Pub. Co. Fables and Folk-Stories, part 2, Scudder—Riv. Ed. Hiawatha's Childhood—Riv. Ed. Lincoln Leaflet, Washington Leaflet—Ed. Pub. Co..

Language.—Letter-writing is added to the material used as a basis for composition noted in the first and second grades outlines. Material is also selected from "Language through Nature, Literature and Art," by Perdue and Griswold—Rand, McNally & Co.

Added to the arbitrary forms and signs to be emphasized are:

Capitals at the beginning of lines of poetry and direct quotations; the apostrophe in contractions; comma after yes and no and with names of persons addressed; quotation marks in undivided quotations; conventional punctuation in letter-writing; abbreviations in names of months, street, avenue, Missouri, Mrs., Mr., Dr. and Rev.; common contractions.

Spelling.—Words used by the children in writing are selected for word study. The teacher calls attention to those phonetically regular and irregular, after which the children record them in alphabetical order in a note-book which serves throughout the year as a speller for drill and a dictionary for spelling reference in Composition work. Spelling games are also introduced.

Writing.—Writing in the third grade repeats the work of the first two grades adding to the mechanical units short paragraphs; and adding to the materials coarse pens and wide-ruled paper.

FOURTH GRADE ENGLISH.

Reading.—The dictionary is now used by the children to master new words met with during the study period.

Books read by the children:

Pinochio, Collodi—Ginn. Wonder Book, Hawthorne—Houghton. Anderson's Stories, German Household Tales, Grimm; Tales from Arabian Nights—Riv. Ed. Water Babies, Kingsley—Ginn. Longfellow Leaflet—Ed. Pub. Co. Selections from Longfellow's poems. Through the Looking Glass, Carroll—Ed. Pub. Co. Fourth Year Language Reader, Baker and Carpenter—Macmillan.

Language.—Oral composition still precedes written work. Informal letter writing is emphasized. In composition writing, good sentence form is taught both by imitation and by analysis, the paragraph is recognized as a thought unit and the topical outline is made by the children. Fables, fairy tales and famous letters are imitated by the children. Exercises are selected from "Language Lessons from Literature," book 1, by Cooley—Houghton.

The arbitrary signs and forms emphasized are:

Review of capitals taught in preceding grades and any others which occasion demands; review of punctuation marks previously given adding the exclamation mark, hyphen, divided quotations and the apostrophe in the plural possessive; the different kinds of sentences are taught and the division of the sentence into subject and predicate.

Spelling.—Words are taken from daily lessons and common words are constantly reviewed. The teacher and children study the word-forms noting peculiarities. Syllabication is frequently used. The children occasionally mark words diacritically. While writing com-

positions they use their dictionaries freely in case of doubtful words, and record such words in note books, which are later made the basis of spelling drills.

Writing.—Freedom, accuracy and speed are emphasized. The mechanics of writing receive attention in fourth and fifth grades, above which they are not emphasized as isolated factors.

FIFTH GRADE ENGLISH.

Reading.—

Books read by the children:

Nurenborg Stove and Dog of Flanders, Ouida—Houghton. Robinson Crusoe, Ed. by Lambert—Ginn. King of the Golden River, Ruskin—Ginn. Gulliver's Travels, Swift—Ginn. Wonder Clock, Pyle. Old Testament Stories—Riv. Ed. Poems Every Child Should Know, Burt—Doubleday. Fifth Year Language Reader, Baker and Carpenter—Macmillan.

Language.—Little is added to fourth grade subject matter but the children develop a more critical attitude toward their own work and at times make their own corrections. More written work than heretofore is required both at home and in the class room. Informal, formal and business letters are frequently written and mailed to real persons and sometimes written to imaginary persons. "Language Lessons," book 2, by Cooley (Houghton) is used as a reference book.

Spelling.—Drills on words are continued here in the same ways as in the fourth grade.

Writing.—The outline given under the fourth grade covers the work in this grade except that a somewhat finer pen may be used and paper of ordinary ruling.

SIXTH GRADE ENGLISH.

Reading.—

Books read by the children:

Krag and Johnny Bear, Seton—Scribner. Legend of Sleepy Hollow, Rip Van Winkle, Irving,—Heart of Oak Reader, book 6. Robin Hood, Pyle. Heidi, Spyri—Ginn. Great Stone Face, Hawthorne—Ed. Pub. Co. Miles Standish, Longfellow—Riv. Ed. Snow-Bound, Whittier—Riv. Ed. Merchant of Venice, Tempest, Shakespeare—Riv. Ed. Pied Piper, Browning—Riv. Ed. Birds of Killingworth, Skipper Ireson's Ride, Heart of Oak Reader, book 6.

Language.—The children are led to make finer discriminations in the use of English. Narration, description, exposition and argumentation are taught as forms of composition. "Language Lessons," book 2, by Cooley is used as a reference book in the hands of the children. The grammar topics considered are analysis of simple sentences into subject and predicate, and parts of speech functioning in their simplest constructions.

Spelling.—Here as elsewhere incorrect spelling is avoided by reference to the dictionary and drill is still continued.

SEVENTH GRADE ENGLISH.

Reading.—

Books read by the children:

Talisman, Ivanhoe, Scott—Macmillan. Rab and his Friends, Brown—Rand McNally. Christmas Carol, Dickens—Riverside Ed. Mid-Summer Night's Dream, Julius Cæsar, Shakespeare—Riv. Ed. Norse Stories, Mabie—Rand, McNally. Lay of the Last Minstrel, Riverside Ed. Man without a Country, Hale—Little, Brown. Evangeline—Riv. Ed. Rime of the Ancient Mariner, Coleridge; Herve Riel, Browning; The Bells, Poe; The Forsaken Merman, Arnold; Modern Gallantry, Lamb;—Heart of Oak, book 6.

Language and grammar.—The two subjects are taught as associates, one as the art, the other as the science of English language. The work in grammar comprises analysis of simple, compound and complex sentences and recognition of parts of speech functioning in somewhat more difficult constructions. "Grammar and Composition" by Robbins and Row (Row, Peterson) is used as a reference book for exercises only.

EIGHTH GRADE ENGLISH.

Reading.—Enjoyment of the story and the manner of its telling is still the keynote to reading. Acquaintance with a wealth of classic material and authors of recognized worth gives foundation for the later critical study of literature. Reading done in the school-room introduces authors and their works and directed home reading is required.

Books read by the children:

Quentin Durward, Scott—Macmillan. Lady of the Lake, Scott—Riverside Ed. Tales of a Traveller, Irving—Lake Eng. Classics. Tale of Two Cities, Dickens—Riv. Ed. Twice-told Tales, Hawthorne—Riv. Ed. Rose and the Ring, Thackeray—Heath. Treasure Island, Stevenson—Macmillan. Hunting of the Deer, Warner—Riv. Ed. Ulysses Among the Phæacians, Bryant—Riv. Ed. Beowulf—Riv. Ed. Selections from the Psalms. Sir Launfal, Lowell—Riv. Ed. Birds and Bees, Burroughs—Riv. Ed. Idylls of the King, Tennyson—Riv. Ed. As you Like it, Shakespeare—Riv. Ed.

Grammar.—Analysis begun in the seventh grade is continued more critically and is re-enforced by the introduction of Latin. Memorizing of poetry and prose continue here as elsewhere and composition and word study are emphasized according to the needs of the class. The children use as text-books "School Course in English," book 2 by Allen and Hawkins (Heath) and "Grammar and Composition" by Robbins and Row (Row, Peterson).

ARITHMETIC.

MISS LONGENECKER.

Books of reference for teachers:

Psychology of Number, Dewey—Appletons. Special Method in Arithmetic, McMurry—Macmillan. Teaching of Elementary Mathematics, Smith—Macmillan. Teaching of Mathematics, Young—Longmans. Discussions on Education (Chap. on Arithmetic) Walker—Holt. Talks on Teaching (Chaps. on Arithmetic) Parker—Kellogg. Handbook to Smith's Arithmetics, Smith—Ginn. Higher Arithmetic, Beman and Smith—Ginn.

Arithmetic is one of the tools for handling experience—a useful instrument in constructive activities. As far as possible the isolation of arithmetic from other subjects should be avoided. Out of daily experience arises the need to know definite processes, and drill is incidental to the development of these processes. The development of the process results from the counting and grouping of objects and the measurement of unknown magnitudes by known units of similar kind; and the drill attempts to make automatic the number facts so developed.

KINDERGARTEN ACTIVITIES LEADING TOWARD ARITHMETIC.

Through counting, grouping and combining a variety of objects, including geometrical forms and objects of nature, the children make comparisons of lengths, surfaces, volumes, forms and weights, and use such terms denoting indefinite relations as long, short, longest, shortest, large, small, heavy, light; and terms denoting definite relations as, straight, curved, circular, square, oblong, triangular, spherical, cubical and cylindrical.

FIRST AND SECOND GRADE ARITHMETIC.

During these two years emphasis is put upon constructive activities in the accomplishing of which arithmetic is of use. Games involving number work in score-keeping, handwork involving measurement and counting using various units of measure, are made the basis of work in arithmetic. The drill work consists in memorizing facts discovered by experiment as, multiplication tables, denominate number tables, the "one-to-one correspondence" between the number of objects, the name and the symbol, and the writing of the number symbols for units and tens and the common symbols of operation.

There is little printed matter suggesting number games and number handwork. "Construction Work" by Worst (Mumford) is somewhat helpful.

THIRD GRADE ARITHMETIC.

The construction activities and experimentation with objects and drills growing out of such exercises, referred to under the first and second grade work, continue throughout the third grade, amplified

by the use of the text-book "Primary Arithmetic" by D. E. Smith (Ginn & Co.) completing part one of chapter three during the year.

FOURTH GRADE ARITHMETIC.

While the number games and handwork, the experimentation with objects and measuring with the definite units of measure still have a place in this grade, more emphasis than heretofore is put upon the drill for accuracy and speed in performing the fundamental operations and the memorizing of the fundamental number facts. "Primary Arithmetic" by Smith is completed during the year. As reference books are used "The Rational Arithmetic," Elementary by Myers and Brooks (Scott), "Southworth—Stone Arithmetic book 1," (Sanborn), and "Arithmetic, book 1," by Young and Jackson (Appleton).

FIFTH GRADE ARITHMETIC.

Demonstration of number facts, new to the children, precedes the symbolic expression of such facts. This applies to work on common and decimal fractions, including factors and multiples. Here as elsewhere the children report number phases of outside experience and make and work out problems based upon them. When the text-book material is isolated from the experience of the children or presents problems unrelated to social conditions such material is omitted. "Intermediate Arithmetic" by Smith (Ginn & Co.) chapter 1, is used as a text-book, and as reference texts "The Rational Arithmetic, Grammar School" by Myers and Brooks (Scott), Southworth and Stone Arithmetic, book 2, (Sanborn) and "Arithmetic," book 2, by Young and Jackson (Appleton).

SIXTH GRADE ARITHMETIC.

The leading features are percentage and its applications to discount, profit and loss, commission and simple interest. As a motive for approach to these subjects the class visits neighborhood stores, enquiring as to their methods of book-keeping, bill and receipt-making, invoicing and estimating of sales. Ideas so gained are used in playing store in the class-room and in making and working problems based upon home experiences.

"Intermediate Arithmetic" by Smith, chapter 2, is used as a reference text in the children's hands, completing the first half of chapter 2, and as reference books those referred to under the fifth grade.

SEVENTH GRADE ARITHMETIC.

A general review of arithmetic giving special attention to principles heretofore inductively developed but interesting to children of this age because of their greater power of analysis. Daily oral and written drills for accuracy and speed in performing common operations with integers fractions and compound numbers. As means of furthering the children's sense of utility of arithmetical principles and practice,

business and household accounts are studied, banks in the town are visited, their functions in the business community investigated and their methods studied and as a result of these investigations a bank is established in the class-room and problems worked out in connection with it. As a text-book we use "Advanced Arithmetic" by Smith, completing the first half of chapter one.

EIGHTH GRADE ARITHMETIC.

MR. WARNER.

As heretofore, the experiences of the children are utilized as means of approach to arithmetic. The years' work comprises a review of percentage and proportion, further business applications of principles already studied, and mensuration.

"Advanced Arithmetic" by Smith is used as a text covering material from part 2 of chap. 3 to the end of the book.

GEOGRAPHY.

MISS DOOLITTLE.

Books of reference for teachers:

New Basis of Geography, Redway—Macmillan. Special Method in Geography, McMurtry—Macmillan. Aspects of the Earth, Shaler—Scribner. Introduction to Physical Geography, Davis—Ginn. New Physical Geography, Tarr—Macmillan. Story of Our Continent, Shaler—Ginn. Physiography of United States, Nat. Geog. Soc.—Am. Bk. Co. Talks on Teaching, (Chaps. 18 to 22) Parker—Barnes. Missouri, Walter Williams—Herald Printing Co., Columbia, Mo. Elementary School Curriculum—Horace Mann School.

The immediate environment of the children is taken as a point of departure and geography is so related to it that the children's interest in other places and peoples widens into a consciousness of unity with them which reacts upon their own lives. "This predominance of the human feature in a study ostensibly relating to physical nature, your committee considers necessary and entirely justifiable. The industrial and commercial idea is the first central idea in the study of geography in the elementary schools." From Report of the Committee of Fifteen.

KINDERGARTEN, FIRST AND SECOND GRADE GEOGRAPHY.

The earth phase of geography is treated as nature study and the man phase as history. Geography as a separate study is introduced in the third grade.

THIRD GRADE GEOGRAPHY.

Geography still takes the form of nature study but gives more attention to land and water forms found in the environment; changes produced by frost and rain; observation of weather changes and their causes; and a study of the products of this community, the sources

from which the materials are obtained and the distribution of the finished products.

FOURTH GRADE GEOGRAPHY.

Home Geography here expands with a more systematic study of land and water forms; mapping of the vicinity; a study of the city and its trade centers through which the children are introduced to all countries from which materials are obtained using maps and globes to show our relationship to such countries; a study of Missouri and its physical, industrial and commercial features.

The children read: "Geographical Nature Studies" by Payne (Am. Bk. Co.); parts of "Elementary Geography" by Frye (Ginn); parts of "Brooks and Brook-Basins" by Frye (Ginn); "Seven Little Sisters" by Andrews (Ginn); parts of "Uncle Robert's Geography," book 4, Appleton; parts of "Missouri" by Barnard (Macmillan); "Geography of Missouri" by Greenwood (Butler) "The Red Book," Annual Report, from Department of Labor of Missouri. Product Map from same department.

FIFTH GRADE GEOGRAPHY.

"Geography deals with places, nation's terrestrial features and processes; and their names and characters must be learned before one can well discuss their mutual relations. A certain amount of memory work in geography is absolutely necessary." New Basis of Geography by Redway.

Geography of the fifth grade gives a general knowledge of the world using as a text "Home Geography" by Tarr and McMurry (Macmillan).

SIXTH GRADE GEOGRAPHY.

Geography here consists in the study of Europe and North America using as a text Complete Geography by Tarr and McMurry (Macmillan) and as reference books "North America" and "Europe" by Carpenter (Am. Bk. Co.). "Geographical Reader, book 2," by King (Lee and Shepard). "Commercial Geography" by Redway (Scribner). "Commercial Geography" by Adams (Appleton). "Principles of Geography," by Dodge (Rand McNally). "Elementary Geography," by King (Lothrop). "Strange Peoples" by Starr (Heath). "Modern Europe" by Coe (Silver, Burdett). "The Youth's Companion Series" (Ginn).

SEVENTH GRADE GEOGRAPHY.

This year is given to an intensive study of the United States, its physical, industrial and commercial features, using as a text———, and as study of general geography including winds, rains, temperature and ocean movements. As reference books are used "North America" by Carpenter (Am. Bk. Co.), "Geographical

Readers," books 3,4 and 5 by King (Lee and Shepard), "United States" by Baedaker, "Western United States" by Fairbanks (Heath), "Philippines" by MacClintock (Am. Bk. Co.), "Around the World", book 3, by Carroll (Morse) and books listed for the sixth grade which bear on these subjects.

EIGHTH GRADE GEOGRAPHY.

A study is made of South America, Asia, Africa and Australia and then a comparative study of all the continents, using as a text "Complete Geography" by Tarr and McMurry and as reference books "Geographical Readers" by Carpenter and books listed for other grades which bear on these subjects.

HISTORY.

MISS DOOLITTLE.

Books of reference for teachers:

Teaching of History and Civics, Bourne—Longmans. Method in History, McMurry—Macmillan. Method in History, Mace—Ginn & Co. Talks on Teaching (chap. 22) Parker—Barnes. Elementary School Curriculum—Horace Mann School.

Through the study of history the children gain an appreciation of their social inheritance, and a development of the ability to make inferential judgments, i. e., to weigh both sides of a question and reach reasonable conclusions. The aim in comparing primitive, mediaeval and modern European conditions with present conditions is to help the children to better understand the growth of past social conditions into their present individual and civic selves. This comparison is made throughout the course in the elementary school.

KINDERGARTEN HISTORY.

In the kindergarten, history is approached only through literature and biographical stories.

FIRST, SECOND AND THIRD GRADE HISTORY.

The history work of these grades consists in the reconstruction of the home experiences that are related to food, clothing and shelter and the comparison of these with similar phases of primitive life in the hunting, fishing, pastoral and agricultural stages. In the first grade the children get the conditions of primitive life from the teacher's oral presentation and these they represent through construction work. In the second grade the children get their knowledge of primitive life largely through their own reading of "The Tree-Dwellers" and "The Early Men" by Dopp (Rand, McNally), "Children of the Cliff" and "Lodrix" by Wiley and Edick, (Appleton), "In Field and Pasture" by Dutton (Am. Bk. Co.). This information the children make more real and connect with their own experiences by means of construction

work. In the third grade the same course is pursued, the children reading "The Later Cave-Men" by Dopp (Rand, McNally) and "How we are Clothed," "How we are Sheltered" and "How we are Fed" by Chamberlain (Macmillan).

FOURTH GRADE HISTORY.

The children continue to study primitive life and read "The Tent-Dwellers" by Dopp (Rand, McNally) and "Lolami" by Parnes (Public Sch. Pub. Co.). "An introduction is given to local history which widens into the history of the Mississippi Valley and in this connection children read "Pioneers of the Mississippi Valley" by McMurry (Macmillan). "Stories of Missouri" by Musick (Am. Bk. Co.)

FIFTH GRADE HISTORY.

During the year the two phases of history are continued; (a) primitive life develops into the more complex study of general history as given by "Ten Boys" by Andrews (Ginn) and "King Arthur and his Knights" by Radford (Rand, McNally) and in the teacher's hands "Roland," "Siegfried" and "The Cid" by Baldwin (Scribner); (b) American history using "Pioneers on Land and Sea" by McMurry (Macmillan).

SIXTH GRADE HISTORY.

The two phases of history presented for this year's work are (a) European history using "History of the Middle Ages" by Harding (Scott) and "The Story of Our English Grandfathers" by Brown (Public Sch. Pub. Co.) and as references "Stories from English History" by Warren (Heath), "Story of the English" by Guerber (Am. Bk. Co.) and "England's Story" by Tappan (Houghton, Mifflin) and (b) a completion of American biography, using as a text "American Leaders and Heroes" by Gordy (Scribner) and "George Washington" by Scudder (Riverside Ed.).

SEVENTH GRADE HISTORY.

In this grade the two phases of history converge. The work begins with the study of European expansion and culminates in American colonization. A more intensive study of United States history is now begun and extends through the Revolutionary Period. "United States History" by Gordy (Scribner) is used as a text and as reference, "School History of the United States" by McMaster (Am. Bk. Co.), "History of United States" by Mace (Rand, McNally), American History and Government by Woodburn and Moran (Longmans), History of United States by Fiske (Houghton), Students' History of United States by Channing (Macmillan), Source Book of American History by Hart (Macmillan), Source Readers, books 1 and 2, by Hart (Macmillan), Young Folks' History of United States by Higginson (Longmans), Elementary History of United States by Thomas (Heath),

American History by Montgomery (Ginn), New Era United States History by Burton (Eaton), Our Country's Story by Tappan (Houghton), Elementary History of United States by Barnes (Am. Bk. Co.). Throughout the year the children use Ivanhoe Historical note-book, part 1, (Atkinson, Mentzer and Grover).

EIGHTH GRADE HISTORY.

During the year United States History is studied intensively through the Constitutional Period, using phases of European history necessary to the better understanding of the time. The text used is United States History, by Gordy (Scribner) and as references, books given for the seventh grade and Source Readers, books 3 and 4, by Hart (Macmillan), Industrial History of the United States by Coman (Macmillan) Abraham Lincoln by Schurz (Houghton). The Ivanhoe note-book, begun in seventh grade, is completed with the year of work.

NATURE STUDY.

MR. LAUGHLIN.

Books of reference for teachers:

Nature Study, Holtz—Scribner. Education through Nature Study, Munson—Kellogg. Nature Study and Life, Hodge—Ginn. Nature Study, Payne—Kellogg. Nature Study in Elementary Schools, Wilson—Macmillan. Nature Study and the Child, Scott—Ginn. Training of the Human Plant, Burbank—Century. The Spirit of Nature Study, Bigelow—Barnes. School Gardens, Hemenway—Doubleday. Among Country Schools, Kern—Ginn. Agriculture through laboratory and school-garden, Jackson—Judd. American Boy's Handy Book, Beard—Scribner. American Girl's Handy Book, Beard—Scribner. Scientific Amusements, Tissandier. St. Nicholas Magazine—Century.

The children are brought into contact with nature by means of out-of-door and window gardens, aquaria, tame and captured animals, field trips, a museum for temporary exhibits, the making of simple scientific toys, nature stories and discussions. The work is correlated with other elementary school studies. The logical development of scientific themes is not attempted. The course aims to utilize the children's observations and interests and to stimulate constructive imagination and reflection. While pursuing a definite program the course is sufficiently flexible to admit of a sudden temporary departure from its prescribed plan in order to investigate things that opportunity presents. The course in nature study purposes to bring about educational reactions within the children by association with nature, to make the elementary school studies more constructive to the children, to lay the foundation for a later study of science, to promote health and healthful optimism and create a love for nature.

KINDERGARTEN NATURE STUDY.

Through walks the children become acquainted with the environment. Conversations and stories are based on things and incidents that appeal to the children, i. e., animals, flowers, trees, movement, color and form in nature, landscapes, horizon, sky, clouds, sun, wind, rain, frost, and characteristics of the seasons.

FIRST GRADE NATURE STUDY.

FALL QUARTER.

Pet animals, birds, fruit, seeds, autumn foliage, sunsets, frost and characteristics of the season.

WINTER QUARTER.

Domestic animals, animal stories, evergreen trees, house plants, snow, ice and characteristics of the season.

SPRING QUARTER.

Wild and cultivated flowers, birds and characteristics of the season studied by means of excursions, garden planning, seed-bed and planting.

SUMMER QUARTER.

Insect life, garden enemies, care of the garden, drouth, plans for next year's garden made in view of this year's successes and failures and characteristics of the season.

SECOND GRADE NATURE STUDY.

FALL QUARTER.

Pond-life, window garden races, Jack-and-the-Bean-Stalk plants, propagation of plants, harvest, nature-myths.

WINTER QUARTER.

Winter birds, game animals, animal stories, window garden, natural forces exemplified by mechanical toys, windmills, soap bubbles. The children read "Geographical Nature Studies" by Payne (Am. Bk. Co.). "Uncle Robert's Geography," books 1 and 2 (Appleton). "Hunting and Fishing" by Mott (Am. Bk. Co.).

SPRING QUARTER.

Birds, birds' lunch-counter, trees, school-yard improvement, garden plans and planting.

SUMMER QUARTER.

Gardening, weeds, roadside life, forest life, visits to the best neighborhood gardens and lawns. The children read "Little Workers" and "Wings and Stings" (World's Events Pub. Co.).

THIRD GRADE NATURE STUDY.

FALL QUARTER.

Nature's pictures, plant babies, bulb forcing, nutting and observation trips, bird migration and care of the soil.

WINTER QUARTER.

House plants, description of strange plants, animals in winter,

heat and food products exhibit. The children read "Uncle Robert's Geography" book 3, (Appleton). "Wood-Folks at School," Long (Ginn).

SPRING QUARTER.

Garden plants, cultural directions, wild flowers, plant societies, exhibit of seedlings, birds' nest chart, erosion, land forms, kites. The children read "Nature Study on the Farm" Keffer (Am. Bk. Co.)

SUMMER QUARTER.

Yard improvement, gardening, garden enemies, exhibits of minerals and soils, visits to best gardens, natural history stories.

FOURTH GRADE NATURE STUDY.

FALL QUARTER.

Pond-life, trees, bulb-forcing, plant propagation, plant parts, food products exhibits, simple experiments in physics, as the siphon in connection with manufacturing processes. The children read "Ten Common Trees" Stokes (Am. Bk. Co.)

WINTER QUARTER.

Experiments with cold, making snow shoes, natural history stories. The children read "Secrets of the Woods" Long (Ginn) and "Uncle Robert's Geography" book 4 (Appleton).

SPRING QUARTER.

Birds, gardening, animal arts and crafts, kinds of cattle, common moths and butterflies, box-kites and water-wheels. The children read "Birds and their Nestlings," Walker (Am. Bk. Co.)

SUMMER QUARTER.

Hot weather garden, insect exhibit, trap-making using knots and hitches, stories of animal wits, special senses in animals, strange peoples.

FIFTH GRADE NATURE STUDY.

FALL QUARTER.

Harvest, animal structures, exhibit of woods, stories of deep sea life, natural forces. The children read "Squirrels and other Fur-Bearers" by Burroughs (Houghton).

WINTER QUARTER.

Window gardens, stories of tropical plants and animals, kinds of grasses, traps, experiments in chemistry through food products and soils. The children read "The Magic Forest" by White (Grosset and Dunlap).

SPRING QUARTER.

Exhibit of things showing the awakening of spring, care of trees, garden planning and planting, descriptions of semi-domestic animals. The children read "Plants and their Children" by Dana (Am. Bk. Co.).

SUMMER QUARTER.

Farms, kinds of hogs and sheep, weeds, gardening and foreign gardens.

SIXTH GRADE NATURE STUDY.

FALL QUARTER.

Making and stocking of aquaria, tillage of soil, rotation of crops, legumes. The children read "Kindred of the Wild" by Roberts (Page).

WINTER QUARTER.

Window gardens, plant propagation, stories of training of wild animals, animal products, foreign plants and animals.

SPRING QUARTER.

Garden planning, mapping and planting, grasses, water plants, fun with magnetism and electricity, bird-laws and Audubon movement.

SUMMER QUARTER.

Plants and animals of the frigid zone, natural phenomena as volcanoes, earthquakes, storms, exhibit of trade materials, beasts of burden.

SEVENTH GRADE NATURE STUDY.

FALL QUARTER.

Soil fertility, flowers for winter blooming, exhibit of trade materials, classification of animals, paper-balloon making, properties of the air.

WINTER QUARTER.

Ways of nature, nature's poisons, Natural history stories. The children read "Natural History of Selbourne" by White (Riv. Ed.).

SPRING QUARTER.

Gardening, spraying mixtures, fertilizers, hot-beds, exhibits of trade materials, Natural History Club.

SUMMER QUARTER.

Landscape gardening, forestry, desert plants and animals.

EIGHTH GRADE NATURE STUDY.

FALL QUARTER.

Beauties of nature, landscape gardening, civic improvements, camp life, star gazing, making of Kaleidoscope.

WINTER QUARTER.

Trade exhibits, adaptations in nature, taxidermy. The children read "The Cruise of the Cachalot" by Bullen (Crowell) and "Wit of the Wild" by Ingersoll (Dodd, Mead).

SPRING QUARTER.

Garden plans, gardening, classification of plants, plant mounting, improving plants and animals, butterfly and moth collections, Natural History Club.

SUMMER QUARTER.

Gardening, stories of travel and exploration as related to nature study, sun-dial and compass making.

MANUAL TRAINING.

MR. TOWNE.

Books of reference for teachers:

Economics of Manual Training, Rouillion. The Sloyd System Hoffman. Indian Basketry, James. Mind and Hand, Ham. First Years in Handicraft, Kenyon. Place of Industries in Elementary Education, Dopp.

KINDERGARTEN MANUAL TRAINING.

Sand and Clay Modeling: Illustrative; from simple form.

Paper-folding: Forms of utility; beauty forms.

Paper-cutting: On the line; from simple objects; illustrative.

Weaving: Slats for use in sand; paper mats.

Stringing: Beads; straws and papers; seeds.

Cardboard Sewing: Simple designs.

Cardboard Construction: Using boxes and other home materials.

Braiding: Rags for rugs; raffia.

FIRST GRADE MANUAL TRAINING.

Clay Modeling: Illustrative; from memory of objects; from objects; decorative design.

Freehand Paper Cutting: Illustrative; from memory; from objects.

Weaving with Wool and Cord: Doll furnishings; various useful articles in the home.

Weaving and Braiding with Raffia: Baskets and mats, doll hats and hammocks.

Cardboard Sewing: Border designs; all-over designs.

Construction Work with Cover Paper: Seed boxes; bon bon boxes; doll houses and furniture.

SECOND GRADE MANUAL TRAINING.

Clay Modeling:

Raffia Work: Napkin rings, picture frames, baskets, mats, doll hats.

Sewing: Burlap, and other coarse cloth.

Construction work with Cover Paper:

THIRD GRADE MANUAL TRAINING.

Clay Modeling:

Raffia Work: Button hole stitch basket, spiral coil baskets, shopping bags, braided hats.

Construction Work with Cover Paper:

Sewing: Burlap and other coarse cloth.

FOURTH GRADE MANUAL TRAINING.

Sewing: Bean-bags, towels, napkins, doll furnishings.

Basketry: Reed and raffia.

Pottery: Special attention given to form in flower pots, cups and vases.

Woodwork: Whittling of name-plate, pencil sharpener, winder, etc.

FIFTH GRADE MANUAL TRAINING.

Sewing: Hemming; tucking; gathering; sewing on buttons; buttonholes; hooks and eyes; sewing on lace; patching; French seams; mending; darning; facing. Articles to make; Sleeve, work bag, underwear.

Basketry: Reed and raffia. Lace stitch and lazy-Squaw stitch.

Pottery: Special attention given to decorating by incising and inlaying.

SIXTH GRADE MANUAL TRAINING.

Cardboard Modeling:

Woodwork: Whittling of key-rack, match box, photo-holder, etc.

Pottery: Special attention to slip painting and glazing.

SEVENTH GRADE MANUAL TRAINING.

Clay Modeling: Set of dishes.

Paper Cutting:

Card Board Construction:

Basketry: Reed.

EIGHTH GRADE MANUAL TRAINING.

Clay Modeling. Tile, candle stick, bowl, fern, dish.

Bent Iron: Tea pot stand, candle stick, letter rack.

Paper Cutting: In sixteenth inch measurements.

Card Board:

Basketry: Reed.

DRAWING.

MISS REID.

Pupils must be instructed to sit upright and to work at a distance with full arm movement. Drill exercises may frequently be given preceding the regular lesson of the day. Never drill for the result on paper, but always to develop the activity of the child and to cultivate right motor habits. Work first for size and placing before accuracy of drawing. Work to promote the freedom and individuality of the child.

Mediums: Pencil, water colors, charcoal, crayon and ink.

KINDERGARTEN DRAWING.

Illustrative: Stories, activities of home and the trade world, using chalk and blackboard and Dixon crayons and drawing paper. Simple posters using flat water-color washes.

From Models: Common geometrical forms.

From Nature: Fruits, flowers, etc.

FIRST GRADE DRAWING.

FALL QUARTER.

From Nature: All kinds of seeds, grasses, fall flowers, leaves, fruit, vegetables.

From Models and various other objects, toys, large book (the dictionary), sled, wishbone, figure pose. Train the eye to see form in everything. Find straight edges, curved edges; curved and straight edges on the same model. Teach terms—vertical, horizontal, planes.

Illustrative: Make most of suggestions from the season in all drawing, cutting, building and making. Thanksgiving week draw nuts, turkey, Pilgrim's hat, shoes. Draw from a pose of Priscilla, The Mayflower, the guns carried. Christmas time. Illustrate "Hang up the Baby's Stocking." Draw from Santa Claus pose. Draw from real evergreen tree. Show what you would like for Christmas presents.

Building: Block building, houses, steeples, bridges, etc. Imaginative, literal.

WINTER QUARTER.

From Nature: Twigs, bare trees, winter scenes, potted plants, evergreen trees.

From Models and Other Objects: Draw from a group composed of a cylinder and hemisphere; seeing lessons from individual hemispheres, seeing lessons from square prism. Cube; Develop right tri-prism from large model used in comparison with square prism and cube; Draw from Noah's Ark; groups of toys; figure pose.

Illustrative: Story, poem, games, occupations; Suggestions from St. Valentine's Day; Washington's Birthday. Make souvenirs.

Building: Building with blocks and spools.

SPRING QUARTER.

From Nature: Spring time; twigs, buds, flowers, trees, birds, sprouting seeds, and landscapes.

From Models and Other Objects: Hemisphere, sphere. Review the six models given; composition of vertical lines and spacing; composing of lines vertical and horizontal in plaid designs; figure pose.

Illustrative: Poem, story, occupations, game; signs of spring.

Building: Block building.

SUMMER QUARTER.

From Nature: Flowers, trees, birds, landscapes.

From Objects: Fourth-of-July objects.

Illustrative: Poems, stories, games, picnics, Fourth-of-July.

Building: Block-building.

SECOND GRADE DRAWING.

FALL QUARTER.

From Nature: Leaves, grasses, fall flowers. Choose those that

are simple. Be careful about the size and placing; simple spray or twig; all kinds of fruits and vegetables; landscapes.

From Models and Other Objects: Faces of solids; draw solids from memory; review edges; draw groups of solids and other objects; draw from a pail in two positions, an umbrella in two positions, a child pose. Draw the type ellipsoid, sketches of animals.

Illustrative: Poems, stories, occupations, seasons, Thanksgiving, Christmas.

Building: Block building, real and imaginative constructions.

Artist Study: Landseer.

WINTER QUARTER.

From Nature: Winter scenes, trees; potted plants.

From Models and Other Objects: Group of objects. Try to secure effect of distance seeing lesson, from horizontal square prism, three positions. Present pyramid. Compare with the prism.

Illustrative: What did you get for Christmas? Illustrate by drawing or cutting; illustrate stories, poems, winter sports, winter occupations.

Artist Study: Raphael.

SPRING QUARTER.

From Nature: Design calendar for each of the spring months. Composition of landscapes taken from different views of the campus; birds, flowers, sprouting corn, beans, etc.

From Models and Other Objects: Ovoid, cone, pyramid; composition of vertical and horizontal lines; all over designs for flat surface—wall paper, borders, plaids, etc. Work in ink and color.

Illustrative: Poems; stories; occupations of spring.

Building: Block building continued.

Artist Study: Reynolds.

SUMMER QUARTER.

From Nature: Design calendar for each of the summer months. Birds, flowers, growing vegetables.

From Objects: Fourth-of-July objects.

Illustrative: Poems, stories, summer occupations.

Building: Block-building.

THIRD GRADE DRAWING.

FALL QUARTER.

From Nature: Make use of all the material that the autumn season presents. Landscapes.

From Models and Other Objects: Groups of solids; groups of fruit; of vegetables. Draw house made from blocks. Landscape with house like the one drawn and one tree with hill in the distance.

Illustrative: Stories, poems, occupations.

Building: Block building continued—a bridge, a light house, a church steeple.

Artist Study: Millet.

WINTER QUARTER.

From Nature: The winter season; snow scenes showing house and trees in the distance; trees; potted plants.

From Models and Other Objects: Cube with hemisphere placed on top, round face down. Do not shade. Cube with hemisphere on top, plane face down. Draw from group of objects or models to show distance, size, relative proportion. Shade may be simply expressed. Give drill exercises or round and round movement, also for vertical and horizontal lines. Use sketching pencil.

Illustrative: Winter sports; skating, coasting, etc.

Building: Block building; a train of cars; bridges, houses, churches, gates, etc. Draw literal, imaginative.

Artist Study: Rembrandt.

SPRING QUARTER.

From Nature: Design calendar for spring months. Swelling buds and twigs, spring flowers; spray of leaves.

From Models and Other Objects: Vase forms; group of objects or models; review cylinder, cone, pyramid; surface covering composition.

Illustrative: Poems of spring, stories, occupations.

Building: Block building. Use any solids.

Artist Study: Bonheur.

SUMMER QUARTER.

From Nature: Design calendar for summer months. Flowers, birds, frogs, chickens, vegetables.

From Models and Other Objects: Group of objects; review ovoid, square prism. Groups of fire-crackers.

Illustrative: Fourth-of-July incidents, circus, animal shows, home occupations.

FOURTH GRADE DRAWING.

FALL QUARTER.

From Nature: Use all material the season affords. Draw simple leaf in four or five different positions and sprays, and branches of three leaves; weeds, grasses, grains; whole plants, fruits and vegetables. Landscape, distant hill with group of three or four trees.

From Models and Other Objects: Cone, cylinder, cube, sphere, first single then in groups. Figure pose,—boy.

Illustrative: Thanksgiving and Christmas; poems, stories.

Artist Study: Murillo.

WINTER QUARTER.

From Nature: Evergreen trees, holly; Winter landscape. Potted plants.

From Models and Other Objects: The square tower, tri-prism. Sketch cup, basket, flower pots, coffee pots, pails, pitchers, placed below and above the level of the eye. Draw from book with careful observation of fore shortened top, length and placing of further edge.

Illustrative: Poems, stories.

Artist Study: Van Dyck.

SPRING QUARTER.

From Nature: Design calendar for each month. Make use of all the material the season affords: Flowers: the crocus, tulip, narcissus, daffodil, wild flowers; whole plants, budding twigs, sprouting seeds, vegetables; views of campus and pond.

From Models and Other Objects: Draw from a cube, a big book, a square box with special reference to pencil measurement, converging lines. Block building with special attention to line shading. Composition of lines for surface designs.

Illustrative: Poems, stories.

Artist Study: Corot.

SUMMER QUARTER.

From Nature: Make use of all the material the season affords.

From Objects: The flag as it floats from the flag-staff.

Illustrative: Circus, animal shows, home pets, gardening.

FIFTH GRADE DRAWING.

FALL QUARTER.

From Nature: Draw from one leaf in several different positions to get all the fore shortened effects. Use all material suggested by the autumn season.

From Models and Other Objects. Groups of models and objects. Give quick reviews of different positions of the cylinder. Draw from different figure poses.

Illustrative: Colonial life. Thanksgiving and Christmas.

Artist Study: Angelo.

WINTER QUARTER.

From Nature: Winter landscapes.

From Models and Other Objects: Units. Draw from pyramid in different positions above and below the eye; groups of objects. Sketch the appearance of a cylinder, square prism, or tri-prism.

Artist Study: Titian.

SPRING QUARTER.

From Nature: Let children bring in studies. Out-door sketching.

From Models and Other Objects: Figure pose. Groups of objects; a pail, a cup, a spoon; basket with vegetables; a book with cup or glass; vase with book.

Illustrative: Make a character sketch from life; make character sketches from story, poem.

SUMMER QUARTER.

From Nature: Out-of-door sketching, any available nature objects, as follows, vegetables, animals.

From Objects: Garden-tools, fishing apparatus.

Illustrative: Home activities.

SIXTH GRADE DRAWING.

FALL QUARTER.

From Nature: Study in outline and in light and shade simple sprays of two or more leaves. Sketch in to show size, direction and proportion of spray. Show effects of shade simply. Draw in color all the autumn flowers.

From Models and Other Objects: Groups of objects. Insist upon rapid sketches. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing.

Illustrative: Character sketch of the season. Occupations.

Artist Study: Titian.

WINTER QUARTER.

From Nature: Make use of all material the season presents.

From Models and Other Objects: Draw simple groups consisting of box, basket or other rectangular object with an object having curved edges. Draw from round basket placed above the level of the eye. Draw different views of tin bucket, flower pot, vase, etc.

Illustrative: Character sketches from history, from stories, from poems. Special events of the season.

Artist Study: Da Vinci.

SPRING QUARTER.

From Nature: Botanical specimens.

From Models and Other Objects: Draw from rose jar or vase, old stone jar, milk crock, well bucket, large basket. Group vase with book; one tall object and one low one. Study Egyptian or Greek Architecture. Draw the Egyptian ornament or border of conventionalized Lotus Bud and Flower. These two borders illustrate two methods of treatment of the Lotus Bud and Flower by the Egyptians.

Surface Coverings: Composition of lines in ink and all-over surface patterns.

Artist Study: Durer.

SUMMER QUARTER.

From Nature: Nature specimens of all kinds.

From Models: Garden tools, lawn-mower and other home implements.

Illustrative: Character sketches.

SEVENTH GRADE DRAWING.

FALL QUARTER.

From Nature: Work with grasses, oats, timothy, wheat, etc. Use all materials the season presents. Study shadows.

From Models and Other Objects: Quick charcoal sketches from groups of fruit and other objects.

WINTER QUARTER.

From Nature: Winter landscape, evergreen trees.

From Models and Other Objects: Review models.

Building: Doors, windows, corner of room.

Illustrative: Character sketches.

SPRING QUARTER.

From Nature: Landscape from out-door sketching. Botanical drawings.

From Models and Other Objects: Surface covering, designs for wall paper, border, etc. Book cover designing.

Illustrative: Character sketches.

SUMMER QUARTER.

From Nature: Landscape from out-of-door sketching. Birds, flowers, fruits, vegetables.

From Objects: Designs for wall paper, sofa pillows, book-covers and table covers.

Illustrative: Character sketches.

EIGHTH GRADE DRAWING.

FALL QUARTER.

From Nature: Grasses, weeds, grains, fall insects.

From Objects: Charcoal sketches of fruit, vegetables and trees.

WINTER QUARTER.

From Nature: Winter landscape, trees, pond.

From Objects: Houses and barns at distance.

Illustrative: Character sketches.

SPRING QUARTER.

From Nature: Landscape from sketching. Birds, trees.

From Objects: Designs for wall-paper, oil cloth.

Illustrative: Character sketches.

SUMMER QUARTER.

From Nature: Landscape. Fruits, vegetables.

From Objects: Review of models, house and garden implements.

Illustrative: Character sketches.

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MUSIC.

MR. GEBHART.

KINDERGARTEN MUSIC.

Simple rhythm played on the piano and imitated by the children through clapping, marching, skipping, etc.

Work on tones through the imitation of sounds of animals, birds, insects, bells, whistles, and musical instruments.

Song-plays for producing successive tones and skips.

Rote-songs.

FIRST GRADE MUSIC.

Exercises to unite and place voices.

Rote singing.

Oral Dictation. Ear training.

Practice on the scale. Hand-signs. Reading by note of all diatonic intervals. Development of sense of rhythm. Chart A, Natural Music Course.

SECOND GRADE MUSIC.

Vocal drills and scale practice; Oral Dictation; Note reading and interval drill from the chart; Rote songs; Chart B, Natural Music Course.

THIRD GRADE MUSIC.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm songs; Rote Songs; Charts A and B Natural Music Course; Harmonic Primer, in hands of children.

FOURTH GRADE MUSIC.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book Work. Intervals, meter and rhythm, songs for one and two voices; Rote Songs; Charts B and C, Natural Music Course; Harmonic Primer, in hands of children.

FIFTH GRADE MUSIC.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (1st half 1st Harmonic Reader); Songs. By note for one and two voices; Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SIXTH GRADE MUSIC.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (entire 1st Harmonic Reader); Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SEVENTH GRADE MUSIC.

Same as Sixth Grade.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Bks. 1 and 2, Smith—Bradley. Songs of the Child Work, Bk. 1 and 2, Gaynor—Church. Songs of Life and Nature, Smith, Silver, Burdett & Co.

GYMNASIUM.

MISS LINTON AND MR. BELL.

The aim of Medical Gymnastics is to develop the body into a harmonious whole under the perfect control of the will. It is not to produce great bulk of muscle but to cause that already present to respond readily to volition; to improve the functional activity of the body, and to counteract and correct tendencies to abnormal development, especially those resulting from the artificial life of civilization. A gymnastic movement has a definite time, velocity, force, and purpose; and it must be executed with full volition in order to produce the utmost effect toward physical development. Movements performed automatically have but little effect in this direction. No teacher should attempt to apply a movement which he does not understand. No exercise should be taken because it looks pretty. About half an hour should be allotted to gymnastics, and it is better to take the whole time for one lesson than to distribute it in ten minute doses over the day unless you are training young children. In all grades ranging from first to seventh great care must be taken in giving correct positions for standing, sitting, lying, and rising. Special attention should be given to the abdominal breathing. Each exercise given should be executed three (or more) times to each side and should appear in at least two consecutive lessons in order to have any effect toward development. We refer all young teachers and especially those not having had any medical training, to "Baron Nils Posse, M. G., *Handbook of School Gymnastics of the Swedish System*," Published by Lee & Shepard, Boston, Mass.

LIBRARY.

MISS PARRISH.

All the children of the elementary school are given an opportunity to read in the Library. Books have been carefully selected for each grade, many of them in attractive bindings with beautiful illustrations in color. These include picture books, fairy stories, folk stories, myths and legends, fiction, biography, history, historical fiction, science, geography and poetry.

* * *

Arithmetic,	Miss Longenecker.
Geography,	Miss Doolittle.
History,	Miss Doolittle.
Nature Study,	Mr. Laughlin.
Manual Training,	Mr. Towne.
Drawing,	Miss Reid.
Music,	Mr. Gebhart.
Gymnasium,	Miss Linton and Mr. Bell.
Library,	Miss Parrish.

Enrollment, 1907-1908.

	Men	Women	Total
Regular Session, Regular Courses, '07-'08.....	310	474	784
Regular Session, Agriculture Courses, '07-'08.....	94	3	97
	<hr/>	<hr/>	<hr/>
	404	477	881
Summer Qr., '07.....	164	346	510
	<hr/>	<hr/>	<hr/>
	568	823	1391
Counted more than once.....	54	87	141
	<hr/>	<hr/>	<hr/>
	514	736	1250
Children in Elementary Schools.....			190
			<hr/>
Total.....			1440

Enrollment Since Organization.

EXCLUSIVE OF PRACTICE SCHOOL CHILDREN.

YEARS.	STUDENTS.	YEARS.	STUDENTS
1868—First year.....	140	1889—Twenty-second year.....	505
1869—Second year.....	203	1890—Twenty-third year.....	502
1870—Third year.....	303	1891—Twenty-fourth year.....	560
1871—Fourth year.....	321	1892—Twenty-fifth year.....	596
1872—Fifth year.....	434	1893—Twenty-sixth year.....	606
1873—Sixth year.....	470	1894—Twenty-seventh year.....	562
1874—Seventh year.....	668	1895—Twenty-eighth year.....	620
1875—Eighth year.....	709	1896—Twenty-ninth year.....	623
1876—Ninth year.....	627	1897—Thirtieth year.....	719
1877—Tenth year.....	592	1898—Thirty-first year.....	737
1878—Eleventh year.....	534	1899—Thirty-second year.....	739
1879—Twelfth year.....	468	1900—Thirty-third year.....	742
1880—Thirteenth year.....	513	1901—Thirty-fourth year.....	753
1881—Fourteenth year.....	492	1902—Thirty-fifth year.....	757
1882—Fifteenth year.....	481	1903—Thirty-sixth year.....	784
1883—Sixteenth year.....	446	1904—Thirty-seventh year.....	944
1884—Seventeenth year.....	501	1905—Thirty-eighth year.....	982
1885—Eighteenth year.....	475	1906—Thirty-ninth year.....	1040
1886—Nineteenth year.....	405	1907—Fortieth year.....	1157
1887—Twentieth year.....	421	1908—Forty-first year.....	1250
1888—Twenty-first year.....	490		

Graduates.

DEGREE—BACHELOR OF ARTS.

1907—J. F. Treasure.

1908—Susie Barnes.

DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—*O. P. Davis.

1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1876—J. U. Barnard, C. W. Bigger, Thomas Cloyd, J. M. White.

DEGREE—MASTER OF ARTS AND DIDACTICS.

1878—J. F. Chandler, Ada Oldham, C. W. Thomas.

1879—Jennie Burton, G. W. Cullison, Ella Carothers (Mrs. Dunegan), W. T. Carington, N. B. Henry, Maggie Thompson (Mrs. Henry), E. E. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.

1880—John Barton, Julia Lester (Mrs. Bozworth), Manlove Hall, John R. Kirk, Iowa Phelps (Mrs. Murdy), F. P. Primm, Thos. E. Sublette, Serelda Gilstrap (Mrs. Thomas).

1881—J. C. Dooley, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.

1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup (Mrs. Scheurer), S. H. Soper, Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.

1883—T. S. Cox, C. E. Foster, W. R. Holloway, Lulu Sharp (Mrs. Corley).

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.

1885—Cora Baldwin, Seldon Sturges.

1888—H. C. Long.

1889—Aven Nelson.

1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.

1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.

1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).

1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. A. Koontz.

1897—Fannie K. McCoy, Sophia C. Watson.

1899—Z. Fletcher Wharton.

1900—A. B. Coffee, Geo. M. Laughlin, Anna M. Wood.

1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.

1902—Essie Holmes, H. H. Laughlin.

DEGREE—MASTER OF PEDAGOGY.

1903—E. Alta Allen, Mayme Foncanon, Mabel Gibbons, R. Emmett Hamilton.

1904—Ada Greenwood McLaughlin, Alethea Ringo, Frances Miller, Nora B. Phillips Mabel McHendry.

1905—Susie Barnes, C. S. Brother, R. N. Linville, J. F. Treasure.

1907—Tom Alexander, E. H. Buck, Florence Funk, P. B. Humphrey, I. Allen Keyte, Beth Rutherford, Raymond Shoop, Jas. Tippet.

1908—Lula Brandes.

*Deceased.

DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

- 1872—*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, *Vincent Stine, Seldon Sturges.
 1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.

DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

- 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Haliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bosworth), *Emmir Thompson (Mrs. O. E. Hannah), J. M. White.
 1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).
 1876—John Barton, J. F. Chandler, Sallie C. Callaway (Mrs. Larkins), W. T. Carrington, W. C. Ferrell, N. B. Henry, L. E. Harpham, E. O. Larkins, Ada C. Oldham, Iowa Phelps (Mrs. Murdy), H. C. Rutherford, *Minnie Smoot, O. M. Thompson, Maggie Thompson (Mrs. Henry).
 1877—Ella Carother (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
 1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGary, *C. M. Polley, G. W. Sublette, Thomas E. Sublette.
 1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Anne Dysart, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
 1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).
 1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).
 1882—J. O. Allison, Nellie Bragg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.
 1883—J. S. Erwin, Anna Dysart, Aven Nelson, Lura Owen (Mrs. Lon Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O'Neil).

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- 1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. E. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Minnie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).
 1885—R. B. Arnold, R. E. Barnard, A. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.
 1886—S. P. Bradley, A. J. Bradsher, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.
 1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Ed-

- wards, Andrew Erickson, G. W. Fisher, Georgie Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luckey, C. K. McCoy, Geo. P. Nason, Marguerite Pumphrey (Mrs. Smith), Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).
- 1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lisse Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R Stone (Mrs. Rozelle), Eva White.
- 1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.
- 1890—J. T. Aldrige, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobbau), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.
- 1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, *W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.
- 1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western (Mrs. Burton).
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, *John R. Musick, John Davis, Camile Nelson (Mrs. Snow), *Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna Wood.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jesse Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear (Mrs. Geo. R. Baker), Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Arthur T. Sweet, S. E. Seaton.
- 1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida

- Evans (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foncanon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lilah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery, (Mrs. Geo. A. Still), Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, *O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link (Mrs. Longpre), Zoe McDowell, G. W. Pauly, (Mrs. Lena Pauly), Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.
- 1900—Alice Adams (Mrs. W. J. Shepard), Susan Luella Anderson, Florence Baker, Susie Barnes, A. Grace Omer (Mrs. Bohrer), Genevieve Bovard, J. A. Carmack, Adah Caskey, W. Lemuel Cochran, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foncanon, E. H. Gipson, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon (Mrs. Dowell), Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills (Mrs. S. W. Arnold), May E. Northcutt (Mrs. Tom Hinkson), Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone (Mrs. Sweet), P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope (Mrs. John R. Gibbs), Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (Mrs. Miller), *Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon, (Mrs. G. L. Hawkins), M. Braxie Hull (Mrs. Alsdorf), E. Gertrude Johnston (Mrs. Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs. Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas (Mrs. B. L. Dunnington), Lettie Petree (Mrs. Bragg), Nora Elma Petree (Mrs. Traugher), *Mary Porter, Minnie Reed, Erma Reedal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wight (Mrs. Robert L. Kirk).
- 1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, *Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Ottie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling (Mrs. Hansen),

David Stanley, J. M. Stelle, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

DEGREE—BACHELOR OF PEDAGOGY.

- 1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer, Leona Brown, Clay L. Carter, G. N. Dance, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Cloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marks-bury, Mabel McHendry, *Carrie Mills (Mrs. Mott), R. L. Minton, Blanche Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo (Mrs. Moorman), L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traugher, Lillian Louise Weedon, Bessie Wells (Mrs. Grant), Edna Edith Wilson.
- 1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Breier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J. Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hull, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay, D. Kittel, Lydia Koemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Lowa Miller, Herbert Mitchell, Fred Morgaa, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, Catherine Zimmerman.
- 1905—Coral Adams, Thomas Alexander, Maude Alkire, Zula A. Ballenger, Harriet H. Bartlett, Ida Ione Bradshaw, Ernest H. Buck, Jesse V. Buck, Sarah Bliss Burkeholder, A. E. Coppers, Virgil E. Dickson, Elbert M. Dorsey, C. C. Eisiminger, Jennie Foglesong, Bessie E. Hale, O. E. Heaton, Phoebe John, Dora E. Johnston, Roberta Jones, W. N. King, Maude McClanahan, Margaret Virginia Miller, Bessie Munn, John Patrick Murphy, Minnie E. Murphy, William Charles Murphy, Robert M. Nicholas, Demar Pierson, Jess W. Rainwater, Ethel Rodgers, Minnie Ruffer, Beth G. Rutherford, S. C. See, Arthur Malcolm Swanson, C. E. Temple, James Sterling Tippet, J. F. Treasure, Cyrus G. Truitt, Ethel E. Walkup, Rosabel Wells, W. M. Wells, S. Birchie Woods.
- 1906—Nell Alexander, Grover C. Allen, John Baum, Mary Beatty, C. E. Bonnett, M. O. Brown, T. A. Costolow, Clara N. Crawford, Edna L. Creek, Frank Culler, Ava Finegan, Lena Fuller, Florence H. Funk, Edna Hawkins, I. M. Horn, P. B. Humphrey, Caltha A. Johnston, E. O. Jones, L. Fay Knight, Lura Hope Loomis, Ruth Martin, Bertha Mathews, Irma Mathews, Ella McClain, Leila Bell McReynolds, Edna Middleton, Jessie Murry, F. B. Nance, Bertha Nichols, W. O. Pool, Lena Rule, E. Lillian Scott, Margaret E. Smith, B. A. Stagner, Wm. L. Steiner, C. R. Stone, Julia Storm, Hugh Webber, Charles M. Weyand, Mary Weyand.
- 1907—Wallace Adams, Charles Banks, Mabel A. Bartholomew, Mabel Bates, J. C. Beattie, Allen Berger, Mertie E. Bohon, Florence Brasfield, Corinthia Bruce, Mattie Buchanan, E. H. Buck, Alice Burnham, Ethyl Carter, Mary E. Cockrum, Blanche C. Daugherty, Grace Dickson, Vivian Dobyns, Dagmar Doneghy, Nelle Fenn, Mathias Callaway Ferguson, Vera Finegan, Grace Fones, Nellie Fuller E. A. Funk, E. L. Harrington, G. May Harris, Ina Holloway, Ola K. Holloway, Cecil Y. Johnston, Leon S. Johnston, H. J. King, Nina M. Kintner, Belle Lowe, Opal Markey, Edna McKenzie, J. H.

McKinney, Essie A. McQuoid, Ralph McReynolds, Mabelle A. Mills, Evelyn Moore, J. C. Moore, Maude Meyers, Blanche May Nixon, Elizabeth Northcraft, Lettie Northcraft, Grant Oberg, W. C. Ogier, Frances E. Post, Grace Quigley, Macie Randall, Walter G. See, A. P. Shibley, E. M. Sipple, A. E. Sloan, Georgia May Sloan, Leona Stanley, L. L. Sturgeon, Dorothea Thomas, Lillie Throckmorton, Leta Knox Townsend, Chester A. Vaughn, Leslie J. Wagner.

*Deceased.

SENIOR CLASS, 1907-8,

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING, NOVEMBER 30, 1907.

Louise H. Brandes.

GRADUATING, MARCH 6, 1908.

H. S. Beckner, Lucy Grant Carpenter, B. L. Cornmesser, Warner Mills.

GRADUATING, MAY 27, 1908.

Will Adams, Clyde A. Busby, Nora E. Dunham, M. Eugene Humphreys, Minnie Holman, G. H. Jamison, Mary Elizabeth McCool, Bessie G. Powell, Mamie Sharp, Ethel Shaw, Sara Illoree Sprecher, May Weldon.

AUGUST SECTION.

To receive diplomas August 20, on condition that all required work shall then be completed:

Fern B. Allison, Daisy Alkire, Maurine Bragg, F. E. Bridwell, Ora Franklin Burris, Ada Cochran, Carrie May Craig, Margaret Crecelius, Dimple Cupp, Effie Pearle Enyeart, Estelle Gibson, Robert D. Gray, Della Havenor, Lula Hicks, Roberta Howell, James Lunsford Jones, Elton Lewis Marshall, Geo. E. McFadden, Ocie B. McCool, Daisy McCormick, Hattie M. Moore, James R. Nagel, A. J. Newman, Paul E. Phipps, Nellie Randall, Leta D. Rudasill, Lena M. Starrett, Eunice L. Schofield, Frank B. Smith, Grover C. Stukey, Victor Vaughn, Mollie E. Weber, F. E. White, Anna L. Wilson, Addie Wilcox.

SOPHOMORE CLASS.

GRADUATING, MAY 27.

S. L. Bailey, John E. Baltzell, Lydia Buck, Lena M. Bumbarger, Edith Clarkson, Fern Davis, W. B. Fell, Beulah E. Gammon, R. D. Gray, Eliza J. Henderson, Lucile Winnifred Higdon, Olivia Hill, Gertrude Hosey, Lillie Johns, Olive Laird, E. T. Lakin, Caroline W. Larson, Agnes Marston, May McKee, John L. Niermann, Bertha Noel, Linnie H. Nutter, Martha D. Paden, John G. Pierce, Nellie B. Rockhold, J. E. Rouse, Hugh Scott, Clarence H. Smith, Rolla Southern, Portteus Stephens, Rose S. Swanson, E. E. Sweeney, L. A. Toothaker, Vardaman Tyler, Alice Vaughn, Alma Vaughn, Olive Wickizer.

AUGUST SECTION.

To receive certificates August 20, on condition that all required work shall then be completed:

Martha Jane Allen, Bertha Autenrieth, Mabel G. Aydelotte, Alice Baker, Byron H. Beatty, Margaret Biggerstaff, Annie Brenneman, Fred E. Brooks, Bessie Burrell, Susan Case, George W. Corporon, Emma J. Crotts, Elsie Fish, Grace Fonnannon, Philip Fowler, Kathryn George, Grace Guy, Cyrus A. Hanks, Alice Harlan, Addie Holman, Carrie Hosey, Clinton E. Hull, Carrie E. Kelley, Victor Kirk, Eldina Kropf, Edith Marston, Eulah F. Mason, Bertha Mason, R. S. McKee, Gladys Millay, Sophia L. Mitchell, Evalena Moser, John R. Murdock, W. G. Pence, Addie Marie Petree, Mabel Poore, Bessie Renner, Ray L. Sewell, Lutie T. Smith, Eda B. Stauterman, Marguerite Varney.

Students of 1907-08

(Not Counting Summer Quarter of 1908)

Adams, E. R.	Kirksville	Barker, Roy C.	Wilmathville
Adams, Grace	Hillsboro	Barker, Virgil	Kirksville
Adams, Mattie	Kirksville	Barnes, Bertha	Queen City
Adams, Nell	Kirksville	Barnes, Glenn	Brashear
Adams, Stephen C.	Arbela	Barnes, R. T.	Clark
Adams, Wallace	Kirksville	Barritt, H. S.	Arbela
Adams, Will R.	Kirksville	Barrows, Leslie	Kirksville
Ader, Ola C.	Kirksville	Bartholomew, Mabel ...	Chandler, Okla.
Alexander, Minnie	Clifton Hill	Bartlett, Orpha	Sorrell
Alexander, Mona	Duncan's Bridge	Basket, G. V.	Purdin
Alkire, Daisy	Oregon	Baum, J. L.	Rosendale
Allen, Edith	Sumner	Bayley, Florence	Knox City
Allen, Hugh	Ewing	Beach, Bessie	Moberly
Allen, Martha J.	Wentzville	Beatty, Byron H.	Kirksville
Allen, R. C.	Keytesville	Beatty, Mary	Kirksville
Allison, Fern	New London	Beck, Owen	Trenton
Allison, Maude	Monmouth, Ill.	Beckner, A. F.	Rutledge
Anderson, H. E.	New Boston	Beckner, H. S.	Rutledge
Anderson, Jennie	Choteau, Mont.	Beggs, Berenice	Moberly
Anderson, Marion	Choteau, Mont.	Beggs, Beulah	Moberly
Andrews, Kate	Macon	Bell, May	Kirksville
Applegate, Daisy	Frankford	Bennett, Elsie	Monticello
Arbuckle, Olive	Bucklin	Benning, Elizabeth	Gregory
Archer, Nell	Shibley's Point	Benning, Emma	Gregory
Armstrong, Alpha	Brashear	Benning, Nell	Gregory
Armstrong, Carrie	Farmington, Ia.	Berger, Allen	Middletown
Armstrong, W. K.	Unionville	Berger, Eolian	Middletown
Arni, Bertha	Lancaster	Bibee, Paul	Kirksville
Ash, Eliza	Madison	Bickel, Gladys	Lathrop
Atkinson, Milburn	Kirksville	Biggerstaff, Margaret ...	Plattsburg
Atwell, Bessie	Marceline	Biles, Mattie	Coatsville
Autenrieth, Bertha	Clayton	Black, Grace	Hurdland
Aydelotte, Mabel G.	Oakland City, Cal	Black, Mary E.	Cameron
Bagley, A. W.	Saline	Bland, Rose	Webster Grove
Bailey, Claire	Kirksville	Blunt, C. E.	Brookfield
Bailey, Jas. A.	Knox City	Boettcher, Hilda	Unionville
Bailey, Loa E.	Kirksville	Bohon, Ethel	Kirksville
Bailey, Ola	Maywood	Bohon, Miriam	Kirksville
Bailey, S. L.	Kirksville	Boley, Cornelia	Kahoka
Baird, Della	Kirksville	Boley, Ernest	Baring
Baker, Alice	Shelbina	Bolton, Evangeline	Kirksville
Ballard, Elsie	Kahoka	Bondurant, Adda L.	Memphis
Ballew, H. C.	Mill Grove	Bondurant, Ethel	Kirksville
Ballinger, Zada	Edina	Bonney, S. F.	La Grange
Baltzell, Joe E.	LaBelle	Borron, Arthur	Nickellton
Baltzell, John E.	LaBelle	Borron, Elizabeth	Nickellton
Banks, Charles	Avalon	Borron, Irma	Nickellton
Banks, Mrs. Charles	Kirksville	Botts, Elmer	Novelty
Bare, Chas. F.	Stoutsville	Boucher, M. D.	Moberly
Barker, Ollie	Kirksville	Bowman, Irene	Kirksville
Barker, Pearle	Kirksville	Boyer, Bertha	Cantril, Ia.

Bozarth, Minnie	Novinger	Caldwell, Lena	Red Lodge, Mont.
Braffett, Jessie	Mill Grove	Callaghan, Ralph	Newark
Bragg, Florence	La Plata	Callison, V. Glenn	Kirksville
Bragg, Maurine	Shelbina	Calvert, Estella V.	Revere
Bragg, Robert	Kirksville	Calvert, M. M.	Revere
Brandes, Lulu	Moscow Mills	Campbell, David	Hurdland
Branscom, Jessie	Kirksville	Campbell, Elizabeth	St. Francisville
Brashear, Eugene	Kirksville	Campbell, Elza V.	Queen City
Brashear, Minnie	Kirksville	Campbell, May	Kirksville
Brees, Melvin M.	Green City	Campbell, Noble	Plevna
Brenz, Della E.	Kirksville	Campbell, Octavia	Macon
Bridwell, F. E.	Kirksville	Capps, Arlie G.	Stahl
Brightwell, A. H.	La Belle	Capps, Ora L.	Stahl
Brightwell, J. L.	La Belle	Carpenter, Lucy	Centralia
Broadhurst, C. N.	Kirksville	Carroll, Bridget	Kirksville
Brookhart, Daisy	Arbela	Carroll, Christopher	Kirksville
Brooks, Fred E.	Dawn	Carroll, John B.	Kirksville
Broomhall, Eva	Luray	Carter, Frances	Mexico
Brown, Anna	Kirksville	Carter, Isabelle	Kirksville
Brown, Chas.	Brookfield	Carter, Lillian	Brookfield
Brown, Cornelia	St. Francisville	Carver, Ruby	Paynesville
Brown, Emma	Triplett	Case, Susan	Humphreys
Brown, Ethel K.	Browning	Cassil, Leone	Jamestown
Brown, Hallie M.	Dunlap	Cassity, R. D.	Milan
Brown, H. F.	Brookfield	Cawood, Veda	Hazeville
Brown, Ione	Madison	Childress, Alberta	Lemonville
Brown, Laura	Thompson	Childress, Lila	Baring
Brown, Lula A.	St. Francisville	Clapp, Flossie	St. Catharine
Browne, Sylva	Kirksville	Clark, Essye	Hurdland
Browning, Gladys	Kirksville	Clark, Mary	Perry
Bruce, Corintha	Chillieothe	Clarkson, Edith	Memphis
Bryson, Elizabeth	Louisiana	Claybrook, Elizabeth	Callao
Buck, E. H.	Kirksville	Cleaver, Mary	Perry
Buck, Jesse V.	Kirksville	Clotfelter, Floye	La Plata
Buck, Lydia	Wardner, Idaho	Clough, Nettie	Brookfield
Buckworth, Elsie	Powersville	Clough, O. C.	Wyaconda
Bumbarger, Lena	Memphis	Cloyd, Arthur	Edina
Burch, E. A.	Clearmont	Cluster, Alvin B.	Marling
Burgess, Merl	Kirksville	Clute, Myrtle	Plattsburg
Burnham, Alice	Milan	Clutter, Ethel	Clarence
Burns, Beryl	Unionville	Cochran, Ada	Kirksville
Burnside, J. A.	Miam	Cochran, H. G.	Wright, Ia.
Burris, Ora F.	Kirksville	Cochran, Sina L.	Kirksville
Busby, Clyde	Quitman	Cockrum, Belle	Knox City
Butler, Virgil	Atlanta	Cockrum, Ethel	Kirksville
Buzard, Nellie	Kirksville	Coffey, Bessie	Queen City
Buzard, T. Virgil	Kirksville	Coleman, Blanche	Hurdland
Byrne, Cora	Kirksville	Coleman, Grace	Hurdland
Byrne, Minnie	Kirksville	Collett, H. L.	Novinger
Cabeen, Flossie	Anabel	Collett, Ruth	Novinger
Cady, C. L.	Green City	Collins, Hazel H.	Atlanta
Cahalan, Anna	Edina	Compton, Mary	Nind
Cain, C. Prudence	Novinger	Conn, Virginia	New London
Cain, Hazel H.	Novinger	Cook, Neal	Lemonville

Cooley, W. H.	Stahl
Corbin, Opal	Kirksville
Corner, Bessie	Laddonia
Cornmesser, B. L.	Kirksville
Corporon, Daisy A.	Coatsville
Corporon, G. W.	Coatsville
Correll, Verna	Cameron
Costolow, Everet	Kirksville
Costolow, T. A.	Kirksville
Cottey, Etta	North Salem
Cowan, Mabel	Stahl
Cowherd, Vinita	Perry
Cowman, Geo. A.	Victor
Craggs, Phoebe	Pa Llata
Craig, Carrie	San Antonio, Tex.
Craig, Wade S.	Kirksville
Cramer, Jessie	Brashear
Crandall, Bernice	Willmathville
Crandall, Pauline	Kirksville
Crane, Katharine	Sinclair, Ill.
Crawford, Daphne	Monroe City
Crawford, Dorothy P.	Gibbs
Crawford, Etta	Kirksville
Crawford, Hulda	Trenton
Crawford, Lottie	Trenton
Crawford, Nell	Kirksville
Creelius, Margaret A.	Mehlville
Cretcher, W. F.	Cantril, Ia.
Crill, Beulah	Gillett, Ark.
Crotts, Emma	Triplett
Crump, Thos. B.	Ashland
Crystal, Bessie	Marceline
Cupp, Dimple	Kirksville
Daggs, Louise	Arbela
Darraha, Olive	Kirksville
Dashiell, Nancy	Kirksville
Daugherty, Bessey	Kirksville
Daugherty, Blanche	Kirksville
Davault, Katherine	New Florence
Davis, Herbert	Livonia
Davis, Bertie	Brashear
Davis, Fanny	Princeton
Davis, Fern	Davis City, Ia.
Davis, May G.	Granger
Davis, Nellie	Gregory
Davis, Ora	Ewing
Davis, Pansy	Winfield
Davis, Sadie	Unionville
Dawson, Carrie	Mnephis
Decker, Pinkie	Greentop
DeLaney, Nell	Paris
Denison, Willie	Tullvania
Dennis, Euphemia	Pollock
Dennis, Leaphy	Pollock
Deskins, Irl	New Salem
Deyoe, L. Jennie	Lucerne
Dickson, Mrs. C. E.	Kirksville
Dickson, Edna	Lucerne
Dickson, Grace E.	Kirksville
Diemer, Geo. W.	Brookfield
Dilts, Dora A.	Paris
Dockery, Leota	Kirksville
Doll, Lillian	Shelbyville
Don, Mabel	Trenton
Donahue, Bessie E.	Kirksville
Dorsey, Clyde A.	Green City
Dotson, Carlos	Kirksville
Downing, Carrie	Newark
Downing, Olah	Kirksville
Drennan, Flossie	Shelbina
Drum, Pearl	La Plata
Drury, Ethel E.	Baring
Dull, Ethel	Santa Fe
Duncan, Katheryn	Mexico
Dunham, Nora E.	Kirksville
Dunn, Mrs. E. S.	Meadville
Earhart, Anna	Kirksville
Eaves, Bertha	Hillsboro
Edwards, Clayton	Lincoln
Ellis, Lorena	Elsberry
Ellis, Myrta L.	Montgomery
Elmore, Opal	Gibbs
Elmore, Ora	Gibbs
Elston, Della E.	Kirksville
Ely, Charley	Kirksville
English, Leslie	Kirksville
English, M. L.	Kirksville
English, Raymond	Kirksville
Enyeart, Effie	Oregon
Enyeart, Grace C.	Oregon
Epperson, Jno. O.	Hurdland
Epperson, Lucy E.	Hurdland
Etchison, Coila E.	Gallatin
Evans, Katie	La Grange
Evans, Perry	Wayland
Evans, Tisha	Mill Grove
Evrard, Cora	Marshall
Ewing, Ada	Kirksville
Fahrni, Anna	California
Fair, Mrs. Alta	Kirksville
Fairbrother, Stella	Kahoka
Falkinburg, Agnes	Luray
Farley, Mary	Hazelville
Farley, Teresa	Hazelville
Farmer, Alta	Atlanta
Farmer, Clint	Lucerne
Farr, Prudie	Leonard
Farris, Mae	Lancaster

Farson, D. H.	Winigan	Gates, Adah	Kirksville
Fell, W. B.	Revere	Gee, Frank H.	Kirksville
Fenn, Nelle	Joplin	Gehrke, Clara S.	Kirksville
Ferguson, M. C.	Warsaw	Gentry, Ada	Leonard
Ferguson, Steve	Kirksville	Gentry, Frankie	Sturgeon
Fife, Bertha	Unionville	Gibson, Estelle	Elberry
Fife Pearl	Kirksville	Gilechrist, Roxy	Lathrop
Fitzgerald, Estella	Kirkwood	Gilson, Claude L.	Kirksville
Finegan, Ava	Kirksville	Gilson, Don	Kirksville
Finegan, Clive	Kirksville	Gilson, Gloie	Kirksville
Finegan, Vera	Kirksville	Gilson, W. C.	Kirksville
Fish, Clarence	Kirksville	Glahn, Russell M.	Hager's Grove
Fish, Elsie	Kirksville	Glasecock, Mary E.	New London
Fisher, Verna D.	Willmathville	Glasecock, Sue	New London
Fitzgerald, Maude	Kirksville	Glaves, Fannie	Lewistown
Flagler, Isabel	Frankford	Goldberg, Senta	Kirksville
Fleak, Chas. T.	Novelty	Gonnerman, Pearl	Hurdland
Fleak, Frank C.	Hurdland	Gooch, Eva	North Salem
Foncannon, Grace	Kirksville	Goode, Dore W.	Kirksville
Foncannon, Roxsie	Kirksville	Goode, Zetta	Kirksville
Fones, Grace	Joplin	Gordon, Orville	Brashear
Ford, Clara	Coatsville	Gorrell, Shirley	Canton
Foreman, Perry A.	Clarence, Ind. Tr.	Graham, Clara	Brookfield
Fortney, Ola	Kirksville	Grassle, Harry	Kirksville
Fosdick, W. F.	Andover	Gray, Irma	Kirksville
Foster, Clara	Humphreys	Gray, R. D.	Kirksville
Foster, Della	Clarence	Green, Blanche	Bevier
Foster, Jessie	Greentop	Greenslate, Raye	Willmathville
Foster, Myrtle	Kirksville	Greeves, Claudia	Monroe
Foster, W. E.	Palmyra	Gregory, Julia	Kirksville
Foust, J. W.	La Belle	Gregory, Shelton	Kirksville
Fowler, Philip	Kirksville	Griffin, Nova	Lemonville
Frazey, H. M. Stanley	Cantril, Ia.	Griffith, Grace	Connelsville
Freed, Ellen E.	Castle Rock, Colo.	Griffith, Hannah	Dawn
Fritz, Jessie	Arbela	Grinstead, R. I.	Cantril, Ia.
Fritz, Lena	Arbela	Gunnels, Rhoda E.	Elmer
Frobes, Clara	Kirksville	Gusewell, May	Gilman
Fugate, Mamie	Cherry Box	Guy, Grace	Kirksville
Fugate, W. H.	Kirksville	Halladay, H. Virgil	Kirksville
Fulkrod, Lulu	La Plata	Haller, Bessie J.	Albion, Idaho
Fuller, Lynn	Kirksville	Hamilton, Lula	Kirksville
Fuller, Wayne	Kirksville	Hamilton, Nellie	Kirksville
Funk, Crawford	Kirksville	Hamilton, Mrs. Warren	Kirksville
Funk, E. A.	Kirksville	Hampton, Myrtie	Triplett
Funk, Florence	Kirksville	Haney, Irene	Marceline
Funk, Grace	Kirksville	Hanks, Cyrus A.	La Plata
Funk, Margaret F.	Rutledge	Hannah, Ebed	Novelty
Funkhouser, Earl	Atlanta	Hardesty, Ruey	Hunnewell
Gaines, Herbert	Shelbyville	Hardesty, W. Weldon	Hunnewell
Gammon, Beulah E.	Odessa	Harlan, Alice	Moberly
Ganter, Nellie	Louisville, Ky.	Harland, Clifford	Hager's Grove
Gardhouse, Elmer	Nelsonville	Harmon, Carrie	La Belle
Gardner, Marion	Kirksville	Harmon, F. J.	Houston, Tex.
Gardner, Roy	Grant City	Harmon, Mrs. F. J.	Houston, Tex.

Harrington, A. B.	Bucklin	Hosey, Carrie	Kirksville
Harrington, E. L.	Bucklin	Hosey, Gertrude	Kirksville
Harris, Albert	Milan	Hostetter, Eunice B.	Gillett, Ark.
Harris, G. Mary	Kirksville	Howard, Lena	Powersville
Harris, Mary	Rutledge	Howard, Lenna	Powersville
Havenor, Della	Kirksville	Howard, Susie	Powersville
Havenor, Wallace	Kirksville	Howe, Wesley	Hunnewell
Hawkins, Commie	Ethel	Howell, Roberta	Holliday
Hayes, Roy	Purdin	Howlett, A. C.	Greentop
Hays, Ralph	St. Catharine	Hoyt, Carrie	Dawn
Heaberlin, Eunice	Kirksville	Hoyt, Grace	Dawn
Heiny, Agnes	Kirksville	Hubbard, Mabel	Kirksville
Heiny, Blanche	Kirksville	Hudson, May	Edina
Heller, Gertrude	Palmyra	Hulen, G. A.	Lancaster
Henderson, Effie	Lineville, Ia.	Hull, Clinton E.	Kirksville
Henderson, Eliza J.	McFall	Hull, J. C.	Kirksville
Hendrikson, Clara	St. Joseph	Humphreys, M. Eugene	Gault
Henke, Ernest	Kirksville	Humphreys, P. B.	Kirksville
Henke, Lydia	Kirkville	Hunt, Rose	Wagoner, Okla.
Herboth, Augusta	Queen City	Hurd, Bessie	Perry
Herrin, Charlie	Melbourne	Hurd, Laura L.	Perry
Hewgly, May	Madison	Husted, Anna	Trenton
Heyd, Carrie	Krksville	Husted, Ethel M.	Worthington
Hicks, Lula	Moberly	Hutcheson, Emma	La Plata
Higbee, P. D.	Kirksville	Hutchinson, R. Merritt ..	Pattonsburg
Higbee, Zella L.	Kirkville	Inbody, Eva	Kirksville
Higdon, Lucile	Kirkville	Israel, Eva	Kirksville
Hilgert, J. V. R.	House Springs	Israel, G. B.	Kirksville
Hill, Altezera	Humphreys	Jack, Ethel L.	Kirksville
Hill, Ambrose	Coatsville	Jackson, Maggie	Maywood
Hill, Charlotte	Humphreys	Jackson, Verna	Kirksville
Hill, Olivia	Paris	Jackson, Victor	Marceline
Hill, Paine	Tullvania	Jacobus, Chas.	Bayou Meto, Ark.
Hill, Susie M.	Brashear	James, Arthur	Kirksville
Hininger, Blanche	Blythedale	Jamison, G. H.	Kirksville
Hininger, Monte	Blythedale	Jamison, R. A.	Kirksville
Hodges, L. L.	Kahoka	Jardine, Jean ...	Grand Junetion, Colo.
Hoefner, Edna	New Melle	Jenkins, Mary	Elsberry
Hofsess, Myrtle	Benton City	Jesse, Lucy	Mexico
Holbert, A. H.	Ewing	Johns, Lillie	Milan
Holloway, Keith	Brashear	Johns, Ora	Milan
Holloway, West	Kirksville	Johnson, Ella C.	Madison
Holman, Addie	Novinger	Johnson, H. Guy	Purdin
Holman, Minnie	Hovinger	Johnston, Grace	La P ata
Holman, Peyton	Prairie Hill	Johnston, H. M.	La Plata
Holmes, Vance	Edina	Johnston, Leon S.	Kirksville
Holmlund, Esther	Bucklin	Johnston, Maude	La Plata
Holt, J. W.	Memphis	Jones, Bertha	Kirksville
Holton, A. S.	Kirksville	Jones, E. O.	Kirksville
Hopper, Birdie J.	Clarence	Jones, J. L.	Kirksville
Hopson, Blanche	Kirksville	Jones, J. P.	Greencastle
Horn, Gertrude	Glenwood	Jones, Paul L.	Atlanta
Horton, E. L.	Hunnewell	Jones, Raymond	Novelty
Horton, Ernest	Benton City	Jones, Roberta	Kirksville

Judd, E. F.	Newton	Long, Myrtle	Hurdland
Kahn, Clara A.	Kirksville	Long, Perle	Queen City
Kansteiner, Louise	Hannibal	Longenbaugh, Clara	Kirksville
Karnes, Blanche	Kahoka	Loomis, Lura	Kirksville
Karnes, Ruby	Kahoka	Lore, M. F.	Kirksville
Kay, Eulalie	Lathrop	Losey, Virgie	Unionville
Kaye, Matie	Sumner	Lovegreen, Lucy	Novelty
Kellar, Eulah	Montgomery	Lowe, Belle	Chillicothe
Keller, May	Livonia	Lowe, Evelyn	Glenwood
Kelley, Carrie	Breckenridge	Ludden, Ruth	Kirksville
Kellogg, Cadda	Brookfield	Luttrell, Katie May	Kirksville
Kelly, Orlena	Kankakee, Ill.	Lyda, Elmer	La Plata
Kelly, T. W.	Moberly	Lyles, Addie	Wagoner, Ind. Ter.
Kerr, James	Breckenridge	Lyon, Hattie	Kirksville
Kessinger, Ina	Hardin	Magee, Alma	Green City
Kiddoo, M. E.	Cameron	Magee, Carl E.	Green City
Killebrow, S. A.	Durham	Magee, Viola	Green City
Kindred, Paul H.	Jamesport	Magruder, E. O.	Bethlehem, Ky.
King, H. J.		Magruder, Leslie	Foley
Kipper, Ethel	Paris	Malone, Mabel	Kirksville
Kirk, Mary E.	Kirksville	Maloy, Dolly	Wayland
Kirk, Maude	Brookfield	Mapes, S. L.	Ladonia
Kirk, Pauline	Kirksville	Marcy, Theia	Kirksville
Kirk, Victor	Kirksville	Markey, Opal	Hurdland
Koeneman, Louise	St. Louis	Marks, Gertrude	Monticello
Koon, G. A.	Spickard	Marks, Ida Lee	Canton
Kratzer, G. C.	Bloomfield	Marks, La Von	Canton
Kropf, Eldina	Lancaster	Marshall, E. L.	Avalon
Laird, Olive	Brashear	Marston, Agnes	Kirksville
Lake, Iona	New London	Marston, Edith	Kirksville
Lakin, E. T.	Kahoka	Marston, Rowland	Kirksville
Lamkin, Irene	Kirksville	Martin, Anna T.	Plattsburg
Lantz, Eva	Millard	Martin, Dennie	Moulton
Larson, Caroline	Bucklin	Martin, Howard	Kirksville
Lay, T. H.	Kirksville	Martin, J. P.	Doniphan
Lear, Lurline E.	Kirksville	Martz, D. I.	Kirksville
Lear, Mary E.	Madison	Mason, Bertha	Tullvania
Lear, W. D.	Kirksville	Mason, Birdie	Tullvania
Leatherman, B. P.	Bucklin	Mason, Eulah	Jonesburg
Lehr, Roma	Green City	Mason, Flora	Paris
Leslie, D. A.	Williamstown	Mason, Janie	Jonesburg
Leslie, J. A.	Williamstown	Mason, Lena	Huntsville
Leutzing, Clara	Hillsboro	Matthew, Maggie	Lemonville
Lewis, Margaret T.	Dawn	Mayse, Hallie	Pattonsburg
Lewis, Nellie	Webster Groves	McCall, L. C.	
Lionberger, Beulah	Memphis	McChristy, Georgia	Maywood
Lionberger, Pearl	Memphis	McLain, Hattie	La Belle
Link, Bess H.	Kirksville	McLain, Lester	Lancaster
Little, Eliza		McLain, O. E.	Can tril, Ia.
Lockridge, Verna	Higbee	McClanahan, Ada	Corydon, Ia.
Loe, Roxie	Yarrow	McClanahan, M.	La Plata
Loftiss, Minnie	Kirksville	McLean, Bert	Kirksville
Long, O. J.	Kirksville	McCollum, Mary	Winigan
Long, John	Westville	McCollum, M. R.	North Salem

McCollum, Roy.....New Boston
 McCool, Ethel.....Kirksville
 McCool, Mary.....Kirksville
 McConald, Ocie B.....Kirksville
 McCormick, Daisy.....Hardin
 McCune, Beulah.....Clark
 McCune, Pearl.....Clark
 McDonald, Blanche.....Oregon
 McFadden, Geo. E.....Knox City
 McGee, Amy.....New London
 McGee, Annabelle.....Mexico
 McGee, H. E.....Kirksville
 McGee, I. C.....Kirksville
 McGuire, I. A.....Kirksville
 McKee, May.....Revere
 McKenzie, Edna.....Kirksville
 McKenzie, Fleta.....Knox City
 McKinney, J. H.....New Boston
 McLeod, Eleanor.....Kirksville
 McMichael, Anna.....Kirksville
 McNealey, Edna.....Kirksville
 McNeely, Emma.....Lentner
 McNeely, Pearl.....Lentner
 McPike, Stella.....Osborne
 McReynolds, Fannie.....La Plata
 McReynolds, Lizzie.....La Plata
 McReynolds, Ralph.....Knox City
 McWilliams, H. L.....Hurdland
 Medlar, Edna.....Cameron
 Meeks, Opal.....Knox City
 Meilike, Samuel.....Baring
 Melvin, Lee.....Lancaster
 Mendenhall, Mona.....Nind
 Menefee, Joe.....Perry
 Merrell, Mary.....Vandalia
 Millay, Edna.....Kirksville
 Millay, Gladys.....Loeffler
 Millemon, Hazel.....Alvord
 Miller, Annie R.....St. Catherine
 Miller, Chas. A.....Eagleville
 Miller, Evalin.....San Francisco, Calif.
 Miller, Lucile.....Bridger, Mont.
 Miller, Mabel M.....Platte City
 Miller, Marie.....Jonesburg
 Miller, Mona.....Baring
 Miller, Ola.....Kirksville
 Mills, Anna Mary.....Kirksville
 Mills, John C., Jr.....Kirksville
 Mills, Lee.....Shibley's Point
 Mills, Mabelle.....Kirksville
 Mills, Pearl.....Jamesport
 Mills, Warner.....Kirksville
 Millsap, H. E.....Knox City
 Minor, Ole.....Philadelphia

Minter, Roberta.....Kirksville
 Mitchell, G. H.....Lancaster
 Mitchell, Mildred.....Hurdland
 Mock, Nelle.....Humphreys
 Moffitt, Warren.....Winigan
 Monroe, W. H.....Hale
 Moody, Gladys.....Atlanta
 Moore, Ella.....Trenton
 Moore, Hattie M.....Festus
 Moore, J. C.....Brashear
 Moore, Nelle.....Marceline
 Morgan, Grover.....Monterey
 Morris, Oscar L.....Braymer
 Morrison, Fred.....Kirksville
 Morrison, G. R.....Kahoka
 Morrison, Mary.....Mexico
 Moser, Evalina.....Saxton
 Moulton, Fern.....Bethany
 Mott, Jos.....Salisbury
 Mudd, J. Otis.....Silex
 Mudd, Mack.....Silex
 Muldrow, Bond.....Shelbyville
 Mumma, J. B.....Osceola
 Mundt, Willa.....Fulton
 Munson, Glea.....Union Star
 Murdock, Carrie.....Milan
 Murdock, John L.....Kirksville
 Murdock, John R.....Lewiston
 Murdock, Myrtle M., Talequah, Ind Tr.
 Murdock, Victor.....Kirksville
 Murphy, Adah E.....Kirksville
 Murphy, Jennie.....Kirksville
 Murphy, Minnie.....Kirksville
 Musson, A. B.....Kirksville
 Mustoe, H. T.....Memphis
 Meyers, Maude.....Kirksville
 Myers, Orville M.....Kirksville
 Myers, Ross.....Greensburg
 Nagel, J. R.....New Boston
 Nelson, M. S.....Revere
 Newman, A. J.....Turner
 Newman, G. P.....Bethlehem, Ky.
 Nichols, J. H.....Haseville
 Nichols, Nannie.....Kahoka
 Nickerson, Frank.....Bucklin
 Nierman, J. L.....Hamburg
 Noe, Edna.....Kirksville
 Noel, Bertha.....Unionville
 Norfolk, Alethea.....La Plata
 North, Cora.....Queen City
 North, S. N.....Wagoner, I. T.
 Northcroft, Elizabeth.....Kirksville
 Novinger, Grace.....Kirksville
 Nowels, Julia.....Humphreys

Nutter, Linnie	Cowgill	Priest, May	Kansas City
Oakley, George	Lucerne	Prosser, Alonzo	Kirksville
O'Briant, Mae	Glenwood	Prosser, George	Kirksville
Ogier, W. C.	De Soto	Pugh, W. T.	Coffeyburg
Ogier, Mrs. Louie		Purdin, Anna L.	Hurdland
Oliver, Jason		Purdin, Cecil	St. Catharine
Olsen, Maggie	Marceline	Purdin, Opal	Hurdland
O'Rourke, G.	Ft. Wayne, Ind.	Putnam, Sallie	Powersville
Osenbaugh, Allene	Kirksville	Putnam, Willis	Powersville
Owen, Port	Mill Grove	Quigley, Grace	Gilman
Owen, Ruby	Mill Grove	Quinn, Carmelita	Brashear
Oxer, Nell	Kirksville	Quinn, Clara	Brashear
Paden, Martha D.	Shamrock	Racey, Gene F.	Arbela
Page, Flo	Milan	Racey, Glen	Arbela
Page, Mae	Milan	Rafter, Mabel	Bevier
Palmerton, Mamie	Elmer	Rambo, Mabel	Dawn
Panchot, Esther	Festus	Randall, Nellie	Kirksville
Parsons, Elza	Brashear	Rank, Agnes	Alvord
Patrick, Fred E.	Unionville	Rank, Minnie	Alvord
Patterson, Leslie	Queen City	Ray, T. Orva	Locust Hill
Patterson, Willis	Wheeling	Rea, Grace	Lathrop
Patton, Bertha	Galt	Read, Isabelle	Breckenridge
Payne, Cleta	Lewiston	Reese, Madge	Bucklin
Payne, Elnora	Moore	Reger, Euna G.	Reger
Pearcy, Walter	Sampsell	Reid, Margaret	Wayland
Pearson, Anna	Keytesville	Reinhard, Mary	St. Louis
Pease, Mae	Kirksville	Renner, Bessie	Great Falls
Pence, W. G.	Kirksville	Reynolds, Dora	Cairo
Perry, Myrtle	Shelbyville	Reynolds, Ella	Cairo
Petree, Addie	Rosendale	Reynolds, Eva	Kirksville
Pettit, C. H.	Baring	Reynolds, Kate	Greentop
Pettit, Edith	Knox City	Rhoads, Nonie	Kirksville
Pew, Vina	Laredo	Rice, Anna	Kirksville
Phipps, Paul E.	Ethel	Rice, Carrie	Perry
Pierce, J. G.	Mt. Hope	Rice, Roy	Willmathville
Pigg, Gracie	Newton	Rich, Margaret	Newark
Platz, Georgia	Brashear	Richmond, Janie May	Bynumville
Platz, M. Bennie	Brashear	Rieger, Archie	Kirksville
Polley, E. M.	Tulare, Calif.	Rigg, Dorothy	Tina
Polson, Grover C.	Kirksville	Rinaman, W. L.	Troy
Polson, Reba	Kirksville	Robbins, Olive	New Boston
Poore, Mabel	Kirksville	Roberts, Alva	Rush Hill
Porter, Laura	Kirksville	Roberts, Chas. A.	Revere
Porter, Maude	Mercer	Roberts, M. Easley	Wabbaseka, Ark
Porter, P. W.	Mendota	Roberts, Susie	Kirksville
Post, Ava	La Belle	Robinson, Dee	Cantril, Ia.
Post, Frances E.	Kirksville	Robinson, Esther	Yarrow
Potter, Mrs. Hattie	Lancaster	Rockhold, Nellie	Bentonville
Powell, Bessie C.	Kirksville	Rogers, Blanche	Kirksville
Powell, Charity	Kirksville	Rogers, Floyd	Kirksville
Powell, E. J.	Laddonia	Roloson, Ernie	Weatherby
Powell, R. W.	Purdin	Rose, W. C.	Palmyra
Premier, Mildred	Bethany	Roselle, C. C.	Armstrong
Price, Effie	Hamden	Ross, Aubrey	Atlanta

Ross, Ruby	Atlanta
Ross, Winnie M.	Wagoner, Okla.
Rothchild, Felix	Kirksville
Rouse, Jas. E.	La Belle
Rowell, Robt.	Brookfield
Rowth, Jos. E.	Dunlap
Rudasill, Leta	Paris
Ruddell, Lillian	Fairfax
Rutherford, Albert	Kirksville
Rutherford, Beth	Kirksville
Rutherford, F. D.	Kirksville
Rutherford, Ora	Kirksville
Sampson, David	Elmer
Sanders, Lela	Memphis
Sandry, Alta	Greencastle
Sandry, Bertha	Greencastle
Sanford, Clara	Kirksville
Sanford, Mattie	Newark
Sanford, O. G.	Newark
Sangster, Ellen	Kirksville
Savage, Fannie	Pattonsburg
Sayer, Leslie	Memphis
Saylor, Alva	Melbourne
Scales, J. Grover	Flint, Ind. Ter.
Schnauffer, Cora	Shelbyville
Schnelle, Elizabeth	Pollock
Schnelle, Emma	Pollock
Schloesser, Alma	Kirksville
Schofield, Eliza	Durham
Schofield, Eunice	Tulsa, Okla.
Schwalbert, W. A.	Kimmswick
Scobee, Pearl	Unionville
Scott, Hugh	Silex
Seaman, Edeller	Ashton
Seaman, Dell	La Belle
Searight, Grace	Granger
Sears, Clara	Kirksville
Sears, Mayme	Kirksville
Sebree, Mabelle	La Junta Colo.
See, Walter G.	Shelbina
Seffern, Mary	St. Louis
Selby, Emma	Kirksville
Sewell, Blanche	Kirksville
Sewell, Ray L.	Kirksville
Shackleton, E.	Eagleville
Sharer, Wilkie	Locust Hill
Sharp, Mamie	La Belle
Sharp, Robert	Kirksville
Shaw, Ethel	Kirksville
Shaw, Leslie	Cantril, Ia.
Shaw, Ola	Kirksville
Shay, Katharine	Macon
Shibley, A. P.	Gorin
Shibley, J. A.	Gorin
Shibley, Maun	Gilman
Shive, Fred	Hale
Shoop, Raymond	Green City
Shoop, W. W.	Green City
Shouse, John	Brookfield
Shupp, Iva	Novinger
Sigler, Helen	Kirksville
Simmons, Amy	Emden
Simmons, Roy	Emden
Simmons, Zona	Emden
Simpson, Gertrude	Greencastle
Simpson, R. L.	Pawnee
Sims, Grover	Centralia
Sipple, E. M.	Bucklin
Sipple, Mrs. E. M.	Bucklin
Sipple, L. B.	Kirksville
Sipple, Olive M.	Fayette
Skipper, Ida	Powersville
Slacks, L. P.	Kirksville
Slacks, W. S.	Kirksville
Slavens, Ina	Troy
Slavens, Lena	Middletown
Sloan, Georgia May	Kahoka
Slocum, Roy M.	Greensburg
Sloop, Fred	Green City
Smallwood, Mary	Hurdland
Smith, C. H.	Monroe City
Smith, F. B.	Monticello
Smith, Florence	Elsberry
Smith, Lena	Rutledge
Smith, Lutie T.	Clarence
Smith, Madge	Center
Smith, Mont	Coffeyburg
Smith Susie	Clarence
Smoot, Lelia	Downing
Snyder, W. H.	Kirksville
Soukop, Libuse	Cainesville
Southern, Rolla	Clifton
Sparling, Enoch	Chillicothe
Sparling, Mary	Kirksville
Spees, Ira	Newark
Spencer, W. H.	Glenwood
Spitzer, Francia	Kirksville
Spitzer, Mamie	Kirksville
Sprecher, Loree	Kirksville
Spurgeon, J. H.	Gorin
Spurling, Everett	Centralia
Squires, Lucy	Princeton
Stamper, Mollie	Greentop
Stanley, Leona	La Plata
Stanley, Vida	La Plata
Starrett, Lena M.	St. Joseph
St. Clair, Laurence	Wyaconda
St. Clair, Robert	Wyaconda

Stearns, Olive J.....	New York, N. Y.
Stephens, Blanche.....	Kirksville
Stephens, C. E.....	Middle Grove
Stephens, Portheus.....	Kirksville
Steve, Emma.....	Edina
Stewart, Wesley E.....	Greentop
St. John, Lawrence.....	Alcester, S. D.
Stokes, Stanley.....	Kirksville
Stokley, Cecil L.....	Ewing
Stone, Maggie.....	Elsberry
Storm, Julia.....	Kirksville
Stout, Barrett.....	Lucerne
Stout, F. H.....	Powersville
Strawn, Stella.....	Moberly
Street, Merton R.....	Purdin
Stuart Norah.....	Humphreys
Stuart, Susie.....	Stoutsville
Stuck, Eva.....	Kirksville
Stukey, G. C.....	Millard
Stukey, Mamie.....	Millard
Sturgeon, Hulda.....	Kirksville
Sturgeon, L. L.....	Kirksville
Surbeck, Tress.....	La Plata
Swanson, H. G.....	Greentop
Swanson, Rose.....	Greentop
Sweeney, E. E.....	Kirksville
Sweeney, Marie.....	Monroe
Swift, Nettie.....	Grant City
Symmonds, Emmett.....	Greensburg
Taylor, A. R.....	Sumner
Taylor, Chas.....	Gibbs
Taylor, Gertrude.....	Weatherly
Taylor, Harold E.....	Weatherly
Taylor, May L.....	Jonesburg
Taylor, Rose.....	La Grange
Terry, Julia.....	Green City
Thale, Helena.....	Lewistown
Thatcher, A. A.....	Promise City, Ia.
Thomas, Dorothea.....	Oregon
Thomas, Nelle.....	Gallatin
Thompson, Anna.....	La Belle
Thompson, Floyd.....	Kirksville
Thompson, Orion.....	Kirksville
Thompson, W. T.....	Higbee
Thrailkill, Mabel.....	Clark
Thrasher, Ray.....	Kirksville
Threlkeld, Archie.....	Kirksville
Throckmorton, Lillie.....	La Belle
Timmons, John E.....	Worthington
Timmons, Wess.....	Worthington
Tingley, Alta.....	Unionville
Tippett, Jas. S.....	Kirksville
Titworth, John R.....	Kirksville
Tompkins, Chester.....	Kirksville
Toothaker, L. A.....	Red Lodge, Mont.
Treasure, J. F.....	Cameron
Trippier, Minnie.....	Linneus
Troth, Bertha.....	Memphis
Troth, Margaret.....	Memphis
Trower, J. H.....	Olney
Trunnell, Gracie.....	Cottage Grove, Ore.
Tucker, Alta.....	Eolia
Tucker, La Claire.....	Mexico
Tucker, L. S.....	Centralia
Tucker, Royal K.....	Kirksville
Tuggle, Josie M.....	Gallatin
Turner, Bernece.....	Blythedale
Turner, Bertha.....	Kahoka
Turner, L. H.....	Bethel
Turner, Martin S.....	Hepler, Kan.
Tuttle, Grace.....	Vineland
Tuttle, Myrta.....	Vineland
Twyman, W. G.....	Armstrong
Tyler, L. V.....	Defiance
Uhe, Mary.....	Hurdland
Uhe, Elizabeth.....	Hurdland
Vail, Julia.....	Novinger
Van de Sand, G. F.....	Burlington, Wis.
Van Horne, Earl.....	Auxvasse
Vanlaningham, Etta.....	Novinger
Van Osdel, Maude.....	Bucklin
Van Sickle, J. G.....	Stahl
Varney, Margaret.....	Goss
Varney, Rose.....	Goss
Vaughn, Alice.....	Paris
Vaughn, Alma.....	Paris
Vaughn, B. E.....	Kirksville
Vaughn, Chester A.....	Kirksville
Vaughn, C. G.....	Strother
Vaughn, Floy.....	Monroe City
Vaughn, M. B.....	Monroe City
Vaughn, Victor.....	Shelbina
Virts, Ha.....	Triplett
Vesper, Cornelia.....	Lewistown
Waddill, Alice.....	Kirksville
Wade, Orville C.....	Novelty
Waggener, L. G.....	Kahoka
Wagner, Leslie J.....	Middletown
Waits, Ethel.....	Chula
Walker, Cora L.....	Kirksville
Walker, Grace.....	Duncan's Bridge
Wallace, Kate.....	Kirksville
Wallis, Floy.....	Moberly
Walter, Nina.....	Edina
Walters, C. E.....	Gorin
Ward, Frank.....	Kirksville
Ward, Laura L.....	Gilman City
Warner, Alice.....	Kirksville

Warner, C. S.	Kirksville
Wayman, Olave	Princeton
Webb, Estelle	Harris
Webb, James J.	Harris
Webb, Nelle I.	Harris
Weber, Mollie E.	Clayton
Webster, Ola M.	Montrose, Ia.
Welden, Dawn	Gilman City
Welden, Moss E.	Gilman City
Weldon, Clarence	Gamma
Weldon, Margaret	Gamma
Weldon, May	Gamma
Wells, Clara.	Lucerne
Wells, Grace	Lucerne
Wells, Leola	Greensburg
Wells, Nathan	Lucerne
Wells, Nelle	Lucerne
West, Pearl	Shelbyville
Weyand, C. M.	Hardin
Weyand, Florence	Keokuk, Ia.
Weyand, Mary C.	Kirksville
Weyand, R. H.	Kahoka
Whitaker, F. H.	Knox City
Whitaker, Susie	Lakenan
White, F. E.	Bucklin
White, O. M.	Colorado Springs, Colo.
Whitledge, Charlie	Vandalia
Whittom, Elizabeth	Kirksville
Wickizer, Olive	Tulsa, Okla.
Wilburn, Lester	Martinsburg
Willard, Louise	Kirksville
Williams, Anna	Ewing
Williams, Carl D.	Kirksville
Williams, E. M.	Morse Mills
Williams, James R.	Browning
Williams, Katharine	Morse Mills
Williams, Marcia	O'Fallon
Williams, Milton	Walnut
Williams, Oren	Yarrow
Williams, W. C.	Morse Mills
Williamson, J. D.	Kirksville
Wilson, Alice	Gibbs
Wilson, Anna	Huntington
Wilson, Anna L.	La Belle
Wilson, Don	Cantril, Ia.
Wilson, Edna	Kirksville
Wilson, F. B.	Kirksville
Wilson, Lucile	Kirksville
Wilson, Mabel	Kirksville
Wilson, Mabel	Green City
Wilson, Viola	Jonesburg
Wine, Ruth	Excello
Winer, Dorsie J.	Morse Mills
Winslow, Ira	Kirksville
Wirth, Kathryn B.	Lancaster
Wise, C. M.	Greensburg
Wishart Emma	Memphis
Wolecott, Elizabeth	Kirksville
Wolf, Florence	Tullvania
Wolfenbarger, Floy	Perry
Wolfskill, Elsie	Lingo
Wood, Alice	Holliday
Wood, Lennie	Millard
Wood, Merton	Unionville
Woodman, Lois L.	Edina
Woodward, Avis	Cainsville
Woodward, Helen E.	Marceline
Woodward, Olive	Cainsville
Wooldridge, Taylor.	Martinsburg
Wright, Bertha	Kirksville
Wright, E. A.	Greensburg
Wright, Mary	Greensburg
Wright, Mettie.	Kirksville
Yeager, Faye.	Luray
Young, Rosena	Kirksville
Zimmerman, Opal	Weatherly

A BRIEF OF FACULTY RECORDS AND STANDING.

The bulletins of this institution have never shown in detail the professional records or academic attainments of its Faculty members, modesty seeming to have been the controlling motive in refraining from such display.

Some other institutions however keep exhibiting such lengthy lists of titles and degrees and alleged accomplishments of their Faculty people that it is deemed advisable as a sort of self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement indicating in some measure the type of men and women that constitute the working force of an ambitious, aggressive modern Normal School.

It is as follows:

- JOHN R. KIRK, LL. D.** **PRESIDENT.**
 Graduate State Normal School, Kirksville, Mo., 1878; Principal Public Schools, Moulton, Ia., four years; Superintendent Public Schools, Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to Bar, 1884; Principal Adams School, Kansas City, 1888-9; Teacher Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools, Westport (K. C.), 1892-4; Student University Extension Course, University of Kansas, 1891-2; Same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer State and County summer schools and institutes, 1889-94; Director Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President Missouri State Teachers' Association, 1897; State Director National Education Association, 1895-9; Same, 1907-9; Awarded medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Inspector of Schools for University of Missouri, 1899; Student Summer School University of Missouri, 1899; Itinerary European Countries, summer 1902; Awarded medal Louisiana Purchase Exposition, St. Louis, 1904; Member of Council National Education Association, 1905—; President Department Normal Schools National Education Association, 1905-6; same, 1906-7; President North Central Council of Normal School Presidents, 1906-7; President Library Department National Education Association, 1907-8; LL.D., Missouri Wesleyan College, 1907; LL. D. Park College, 1907; President State Normal School, 1899—.
- B. P. GENTRY, A. B.** **LATIN.**
 Student Mount Pleasant College, 1875-6-7-8; Student University of Missouri, 1875-80; Student University of Missouri Summer School, 1900, 1901; Student University of Chicago Summer School, 1902; A. B., University of Missouri, 1902; Teacher in Hardin College, 1880-2; Professor of Latin, State Normal School, 1882—.
- T. JENNIE GREEN, Pd. B., A. B., A. M.** **ASSISTANT IN LATIN.**
 Graduate State Normal School, Kirksville, 1891; Principal High School Excelsior Springs, Mo., 1895-8; A. B., University of Missouri, 1901; Teacher Greek and Sciences, Christian College, Columbia, Mo., 1901-3; A. M., University of Missouri, 1903; Assistant in Latin, State Normal School, 1903—.

- JACOB WILHELM HEYD, Pd. B., A. B., Ph. M. GERMAN AND FRENCH.
Graduate State Normal School, 1900; Student University of Missouri. 1900-3;
A. B., University of Missouri, 1903; Principal Dadeville Academy, 1903-4;
Student University of Chicago, 1904-5; Ph. M., University of Chicago, 1905;
Professor of German and French, State Normal School, 1905—.
- JNO. T. VAUGHN, B. S., M. S., Lit. D. AMERICAN HISTORY AND CIVICS.
B. S., Westminster College, 1880; M. S., Westminster College, 1883; Teacher
High School, Paris, Mo., 1883-8; School Commissioner, Monroe Co., Mo.,
1886-90; Principal Schools, Monroe City, Mo., 1888-90; Superintendent
Schools, Macon, Mo., 1890-2; Superintendent Public Schools, Shelbyna, Mo.,
1892-9; Superintendent Schools, Neosho, Mo., 1899-1900; Student Summer
School University of Chicago, 1901; Student Summer School Harvard Uni-
versity, 1904; Student Summer School University of Chicago, 1907; Lit.
D. Westminster College, 1908; Professor of American History and Civics,
State Normal School, 1900—.
- EUGENE FAIR, Pd. B., A. B. ANCIENT HISTORY.
Graduate State Normal School, Kirksville, 1901; Teacher in Approved Summer
Schools 1902, 1903; A. B., University of Missouri, 1904; Teacher Murphysboro
Tp. High School, Murphysboro, Illinois, 1904-5; Author text book "Intro-
duction to the Study of Oriental History," 1907; Graduate Student University
of Missouri, on leave, 1908-9; Professor of Ancient History, State Normal
School, 1905—.
- MARY G. YOUNG ANCIENT HISTORY.
A. B. Cornell University, A. M. University of Wisconsin.
- EUGENE MORROW VIOLETTE, A. B., A. M. EUROPEAN HISTORY.
A. B., Central College, 1898; Assistant in History, Central College, 1897-8;
A. M., University of Chicago, 1899; Acting Assistant Professor of History,
University of Missouri, 1899-1900; Austin Scholar in History, Harvard Uni-
versity, 1902-3, 1906-7; Author "History of First District Normal School,"
1905; Professor of European History, State Normal School, 1900—.
- W. ALEXAN LEWIS, B. S., Pd. B. CHEMISTRY.
Student Chillicothe Normal School, 1894-6; B. S., Valparaiso University,
1898; Student Armour Institute of Technology, 1899-1901; Pd. B., State Nor-
mal School, Warrensburg, Mo., 1902; Assistant Chemistry and Physics, State
Normal School, Warrensburg, 1901-3; Student Kansas City College of Phar-
macy, 1905-6; Teacher in Kansas City College of Pharmacy, 1905-6; Teacher
Chemistry, Central High School, Kansas City, 1903-6; Professor Chemistry,
State Normal School, 1906—.
- J. S. STOKES, B. S., Pd. B., M. S., A. M. PHYSICS AND PHYSIOGRAPHY
B. S., Pd. B., University of Missouri, 1887; Instructor St. James Military
Academy, Macon, Mo., 1887-9; Superintendent Public Schools, Columbia,
Mo., 1889-93; M. S., University of Missouri, 1890; Graduate Student University
of Missouri, 1893-4; Graduate Student Harvard University, 1894-6; Instruc-
tor in Night High School, Cambridge, Mass., 1895-6; A.M., Harvard University,
1896; Teacher Physics and Mathematics in High School, St. Joseph, Mo.,
1897-1905; Member American Physical Society, 1908—; Professor of Physics
and Physiography, State Normal School, 1905—.
- L. S. DAUGHERTY, B. S., M. S., Ph. D. ZOOLOGY.
Student Illinois State Normal University, 1881-2; B. S., University of Illinois,
1889; M. S., same, 1893; Graduate student University of Chicago, 1894-6;
Ph. D., Illinois Wesleyan University, 1901; Special study of marine forms on
the Pacific Coast, summer of 1899; At Marine Biological Laboratory, Wood's
Holl, Mass., summer of 1904; Member American Association for the Advance-

ment of Science; Student (on leave) German Universities, Fall of 1907; Chair of Natural Science, State Normal School, Kirksville, 1897-1900; Professor Zoology, State Normal School, 1900—.

- II H. LAUGHLIN, Pd. B., Pd. M. AGRICULTURE AND NATURE STUDY. Pd. B., State Normal School, Kirksville, 1900; Pd. M., same, 1902; Teacher of History in High School, Kirksville, Mo., 1899-1900; Principal High School, Kirksville, 1900-2; Principal High School, Centerville, Iowa, 1902-5; Student Summer School Columbia University (N. Y.), 1903; Superintendent Public Schools, Kirksville, 1905-7; Student summer session Brooklyn Institute of Arts and Sciences, 1907; Student Iowa State College, (on leave,) 1907-8; Present position, 1907—.
- H. CLAY HARVEY, Pd. B., B. S., M. S. MATHEMATICS. Graduate State Normal School, Kirksville, 1888; Principal High School, and Teacher of Mathematics, Richmond, Mo., 1888-90; Student University of Michigan, 1890-2; Principal High School, Nevada, Mo., 1892-3; Teacher Mathematics, Woodson Institute, Richmond, Mo., 1893-4; Professor Mathematics Pritchett College, Glasgow, Mo., 1894-1900; Student Chautauqua School of Oratory, 1904; M. S., Pritchett College, 1895; Student Summer Session University of Chicago, 1896, 1897; Graduate student Harvard University (on leave), 1903-4; President Missouri Society Teachers of Mathematics and Science, 1905-6; Member American Mathematical Society, 1904—; Studying European Schools, under American Civic Federation (on leave), Sept.-Nov., 1908; Professor of Mathematics, State Normal School, 1900—.
- R. M. GINNINGS, B. S. D., A. B., A. M. ASSISTANT IN MATHEMATICS. Graduate Kirksville Normal School, 1893; Student University of Missouri, 1893-4; Same, 1896-8; Principal High School, Gallatin, Mo., 1898-1900; Student Summer Session University of Missouri, 1900; Teacher Mathematics, High School, Hannibal, Mo., 1900-3; Student Summer Session University of Missouri, 1903; A. B., University of Missouri, 1904; Graduate Student (on leave), University of Chicago, 1907-8; A. M., University of Chicago, 1908; Assistant Mathematics, State Normal School, 1903—.
- WM. H. ZEIGEL, A. B., A. M. ASSISTANT IN MATHEMATICS. A. B., Missouri Valley College, 1900; Assistant in Mathematics, University of Missouri, 1903-4; A. M., University of Missouri, 1904; Principal Dearborn Schools, 1904-7; Assistant in Mathematics, State Normal School, 1907—.
- A. P. SETTLE, Ph. B. ENGLISH. Ph. B., McGee College, 1886; Assistant Principal Academy, Perry, Mo., 1886-9; Principal Schools, New London, Mo., 1889-90; School Commissioner, Ralls County, Mo., 1889-90; Superintendent Schools, Huntsville, Mo., 1890-2; Superintendent Schools, Louisiana. Mo., 1892-6; Professor of English and Psychology, Normal School, Springfield Mo., 1896-7; Superintendent Schools, Memphis, Mo., 1897-1900; Student Summer School, Harvard University, 1902; Graduate student (on leave), Harvard University, 1906-7; Professor of English, State Normal School, 1900—.
- MINNIE M. BRASHEAR, Pd. B., Pd. M., A. B. ASSISTANT IN ENGLISH. Graduate State Normal School, 1892; Teacher of English and History, High School, Hannibal, Mo., 1892-3; Student University of Missouri, 1893-4; Teacher English and History, Beaver College, Pa., 1894-7; Post-graduate course, State Normal School, 1896; Student Radcliffe College, Cambridge, Mass., 1897-8; Teacher of English and Latin, High School, Red Lodge, Mont., 1899-2; Teacher English, High School, Anaconda, Montana, 1902-4; Assistant Missouri Department of Education, Louisiana Purchase Exposition,

- 1904; A. B., University of Missouri, 1908; Studying European Schools, under American Civic Federation, (on leave), winter 1907-8; Assistant teacher of English, State Normal School, 1904—.
- EDWIN R. BARRETT, A. B., A. M. ASSISTANT IN ENGLISH.
A. B., Park College, 1895; Teacher in Lawson College, 1896-8; Newspaper work, Manitowoc, Wisconsin, 1898-1900; Student Summer School, University of Chicago, 1902; Professor of English, Park College, 1901-4; English fellowship, University of Kansas, 1904-5; A. M., University of Kansas, 1905; Studying European Schools, under American Civic Federation (on leave) Sept.-Nov., 1908; Assistant in English, State Normal School, 1905—.
- F. W. PLUNKETT, B. S., A. B. ASSISTANT IN ENGLISH.
B. S., Teachers' College, University of Missouri, 1906; A. B., University of Missouri, 1907; Principal High School, Norborne, Mo., 1907-8; Student Summer School, University of Missouri, 1908; Present position, 1908—.
- D. R. GEBHART SUPERVISOR OF MUSIC.
Voice under M. Richardson, New Albany, Indiana, 1892-4; Voice, Harmony, etc., under Octavia Hensel (Court singer of Austria), Karl Schmidt, (Accepted composer Royal Opera, Berlin), Louisville, Kentucky, 1895-6; Student College of Music, Cincinnati, Ohio, 1897-8; Concert Tour under direction of Florence Hyde Jenks, Chicago, 1899; Supervisor of Music, New Albany, Indiana, 1900-5; Soloist with Philharmonic Orchestra, Louisville, Kentucky; Soloist St. Paul's Episcopal Church, Louisville, Kentucky; Director New Albany Musical Club, Private School of Voice, 1900-5; Graduate Summer School of Music, Chicago, 1900-2; Coached with Hans Seitz, Leipzig, Germany, summer 1901; Director of Music, State Normal School, 1905—.
- EDITH V. SHARPE ASSISTANT IN MUSIC; LOCAL SEC'Y. Y. W. C. A.
Supervisor Music State Normal School, Brockport, N. Y., 1902-8; Coaching in Europe, summer, 1908; Present position, 1908—.
- CHAS. NOONAN ASSISTANT IN MUSIC.
Student under Francois Boucher, Kansas City, Mo., 1901-6; Violinist in Philharmonic Orchestra, Kansas City, Mo., 1905; With Hawley String Quartette, 1906-7; Student under Herbert Butler & Roehrborn, Chicago, Ill., 1907; Present position, 1908—.
- ANDREW OTTERSON, Ph. B. PROFESSOR OF COMMON SCHOOL BRANCHES.
Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin, 1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate student University of Wisconsin, 1903-7; Professor of Common School Branches, State Normal School, 1907—.
- MARK BURROWS DEPARTMENT OF COMMERCE.
Student and Graduate Chautauqua Institution, 1886-90; Graduate Stanberry Normal School, 1890; Post-graduate same in Commercial Course, 1892; Principal Public Schools, Barnard, Mo., 1893-5; Superintendent Public Schools, Ridgeway, Mo., 1895-1900; Superintendent Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student Gregg School of Stenography, Chicago, Ill., 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent Public Schools, Bethany, Mo., 1907-8; Present position, 1908—.
- MARGARET T. LINTON READING, VOICE CULTURE, AND PHYSICAL EDUCATION.
Graduate Friends' College, Langhorne, Pa., 1891; Philadelphia College of Elocution, 1893; Student Boston School of Oratory, Vassar College, University of Pennsylvania, Physical Culture College in Stockholm, Sweden; Teacher

- Elocution and Physical Education, Philadelphia School of Elocution, 1893-5; Teacher Dramatic Art University of West Virginia, 1895-7; [Principal] Dramatic Art School, Washington, D. C., 1897-1904; Teacher Physical Education and Elocution Chevy Chase College, Washington Seminary, and of Reading in the Chinese, Japanese, Chilean and Russian Legations, 1897-1904; Teacher Reading and Voice Culture, and Physical Education, State Normal School, 1904—.
- O. C. BELL.....DIRECTOR OF ATHLETICS.
Graduate Township High School, Biggsville, Ill., 1900; Student University of Illinois, 1900-2; Director of Athletics, Monmouth College, Monmouth, Illinois, 1905-6; Present position, 1907—.
- A. D. TOWNE.....MANUAL TRAINING.
Graduate State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate Stout Manual Training School, Menomonie, Wisconsin, 1906; Director Manual Training, State Normal School, Kirksville, 1906—.
- CORA A. REID.....TEACHER OF ART.
Student in numerous studios, New York City, Chicago, St. Louis, 1891-4; Student Minnesota University, 1899; Student New York Art League, 1902; Student Art Institute, 1903; Graduate Summer Normal School, 1903; Supervisor Drawing, Hannibal, Mo., Public Schools, 1894-1904; Teacher of Art, American Institute of Normal Methods, Evanston, Ill., Summers of 1902-8; Teacher of Art, State Normal School, 1904—.
- OPHELIA A. PARRISH, A. B.....LIBRARIAN.
A. B., Christian College, 1869; Principal Schools, Pierce City, Mo., 1879-80; Student Martha's Vineyard Summer School, 1881; Teacher English and French, High School, Springfield, Mo., 1881-9; Same, 1891-3; Student in Sorbonne and College de France, 1889-90; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student Summer Terms Cook County Normal School, 1894-5; Student Summer School University of Chicago, 1900, '01; Supervisor Practice School State Normal School, Kirksville, 1899-1903; Student Library School, Chautauqua, New York, 1902-3; Librarian, State Normal School, 1903—.
- GEO. E. McFADDEN, Pd. B.....LIBRARY SCHOLARSHIP.
Graduate State Normal School, Kirksville, 1908; Library Scholarship, 1908-9.
- DELLA HAVENOR, Pd. B.....LIBRARY SCHOLARSHIP.
Graduate State Normal School, Kirksville, 1908; Library Scholarship, 1908-9.
- J. D. WILSON, Pd. B.....DEAN OF THEORY AND PRACTICE.
Graduate State Normal School, Kirksville, 1886; Superintendent Public Schools, Cameron, Mo., six years; Student University of Michigan, one year; Student University of Missouri, 1893-4; Principal High School, Sedalia, Mo., 1894-1903; Director branch Summer Schools, University of Missouri, 1902, 1903; Dean Theory and Practice, State Normal School, 1903—.
- A. B. WARNER, Pd. B., Pd. M.....SCHOOL ADMINISTRATION.
Graduate State Normal School, Kirksville, 1879; Post-graduate, same, 1882; Superintendent Schools, Allerton, Iowa, 1881-5; Superintendent Schools, Harlan, Iowa, 1885-96; Superintendent Schools, Missouri Valley, Iowa, 1896-1902; Superintendent Schools, Tacoma, Washington, 1902-6; Conductor and lecturer summer schools and institutes, 1878-1902; Lecturer summer school, University of Washington, 1905; Professor School Administration, State Normal School, 1906—.

- JERET T. MUIR, A. B., A. M., LL. D. SCHOOL VISITOR.
Graduate Mt. Zion Seminary, Illinois, 1871; Student Illinois Normal University, 1871-3; A. B., La Grange College, 1877; A. M., La Grange College, 1881; Admitted to Bar, 1882; Conductor State and County Summer Schools and Institutes, 1890-5; LL. D., La Grange College, 1896; Director Practice School, and teacher of various subjects, State Normal School, Kirksville, 1887-94; Superintendent Public Schools, Moberly Mo., 1896; President La Grange College, 1897-1904; Representative in General Assembly of Missouri 1905-6; same, 1907-8; School Visitor, State Normal School, 1907-8.
- GERTRUDE LONGENECKER SUPERVISOR OF ELEMENTARY SCHOOL.
Graduate Hyde Park High School, Chicago, 1893; Graduate Chicago Kindergarten College, 1897; Graduate Normal School Course, Chicago Kindergarten College, 1898; Teacher Department of Pedagogy, Chicago Normal School, 1899-1903; Director Kindergarten and Primary Department, Winona Lake Summer School, 1899-1903; Student University of Chicago, 1903-4; Principal Training School, Saginaw, Michigan, 1904-5; Studying European Schools, under American Civic Federation, (on leave), winter 1908-9; Supervisor Elementary School, State Normal School, 1905—.
- SUSIE BARNES, Pd. B., Pd. M., A. B., B. S. ASSISTANT IN ENGLISH, AND SUPERVISOR OF ENGLISH IN THE ELEMENTARY SCHOOL.
Student Tarkio College, 1889-90; Teacher in rural schools, 1891-6; student Tarkio College, 1896-8; Pd. B., State Normal School, Kirksville, 1900; Critic Teacher, Practice Department, State Normal School, Kirksville, 1900-3; Assistant in English, and Teacher of Drawing and Physical Education, State Normal School, Kirksville, 1903-5; Pd. M., State Normal School, Kirksville, 1905; Supervisor of English in Elementary School, 1905-7; Diploma for teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., State Normal School, Kirksville, 1908; Assistant in English, and Supervisor of English in the Elementary School, State Normal School, 1908—.
- LAURIE DOOLITTLE . . . SUPERVISOR OF HISTORY IN ELEMENTARY SCHOOL.
Graduate High School, Oskaloosa, Iowa, 1887; Teacher rural and village schools, 1887-9; Primary teacher, 1889-98; Principal Public School, Washington, Iowa, 1898-1900; Student Chicago Institute, 1900-1; Critic teacher, Saginaw, Michigan, 1901-06; Present position, 1906—.
- LORA DEXHEIMER INSTITUTE LECTURER AND TEACHER MODEL RURAL SCHOOL.
Graduate Illinois Normal University, 1901; Critic Teacher Illinois Normal University, 1902-6; Student Teachers College Columbia University, N. Y., 1907-8; Present position, 1908—.
- CLARA KLINEFELTER PRIMARY CRITIC TEACHER.
Student North Western University, Evanston, 1886-8; Principal at Braidwood, Illinois, 1889-90; Primary teacher, Adel, Iowa, 1891-3; Primary teacher, Des Moines, Iowa, 1893-1907; Summer Institute Instructor, 1900-7; Student Summer School, Boulder, Colorado, 1904; Present position, 1907—.
- SARAH JANE PEPPER KINDERGARTEN DIRECTOR.
Graduate High School, Joliet, Ill., 1895; Graduate Chicago Kindergarten College, 1902; Assistant Kindergarten, Riverside, Illinois, 1901-2; Director Kindergarten, La Moille, Illinois, 1902-4; Director Kindergarten, Joliet Settlement House, 1905-6; Summer student, University of Chicago, 1907; Kindergarten Director, State Normal School, 1907—.

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Working Calendar

1908-1909

Classification of Students.....	Tues., Sept. 8.
Class Work Begins.....	Wed., Sept. 9.
First Quarter Ends.....	Fri., Nov. 27.
Second Quarter Begins.....	Mon., Nov. 30.
Adjournment, Winter Vacation, 3:00 p. m.	Fri., Dec. 18.
Session Resumes.....	Mon., Jan. 4.
Second Quarter Ends.....	Fri., Mar. 5.
Third Quarter Begins.....	Mon., Mar. 8.
Baccalaureate Sermon.....	Sun., May 23.
Graduating Exercises.....	Wed., May 26.
Fourth Qr., "Sum. Sch.," Program Making.....	Tues., June 1.
Fourth Qr., "Sum. Sch." Class Work Begins.....	Wed., June 2.
Fourth Qr., "Sum. Sch.," Closes.....	Thurs., Aug. 19.
